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ABSTRACT

Since 1985, the National Crime Prevention Council and the National Institute for Citizen Education in the Law have collaborated to support the implementation of the Teens, Crime, and the Community (TCC) curriculum in schools, community-based organizations, and juvenile justice settings. The curriculum is intended for youth at seventh- through ninth-grade levels. TCC combines education and action and focuses on prevention and student responsibility. This report covers two evaluation activities: the revision and field testing of student knowledge, attitudes, and behavioral instruments and a student impact assessment. The two program models selected for evaluation were TCC as an infused unit in ninth-grade civics and TCC as a ninth-grade social studies elective. The impact assessment included 218 full TCC students, a control group of 173, and 38 using only the textbook. TCC students increased their correct posttest answers and had an increased level of social bonding on the posttest. The TCC group exhibited an overall decrease in mean frequency of delinquent acts. Using the book alone increased knowledge, but did not affect attitudes and behavior. Seven appendixes discuss methodology, the pretest and posttest, and the study protocols, and present data tables. (Contains 15 tables and 16 appendix tables.) (SLD)

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TEENS, CRIME, AND THE COMMUNITY

1995 STUDENT IMPACT ASSESSMENT REPORT

Submitted to

National Crime Prevention Council

and the

National Institute for Citizen Education in the Law

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Executive Summary

Since 1985, the National Crime Prevention Council (NCPC) and the National Institute for Citizen Education in the Law (NICEL) have collaborated to support the implementation of the Teens, Crime, and the Community curriculum in schools, community-based organizations, and juvenile justice settings. The curriculum is intended for youth at the seventh- through ninth-grade levels. The Teens, Crime, and the Community Program (TCC) combines education and action to help teens understand how crime affects them and their families, friends, and communities while involving them in crime prevention projects that make their communities safer.

The TCC Program Center actively promotes several features of program success, including sufficient class time to cover course content, use of resource people from the community, and student-driven teen action projects. Effective implementation of TCC also involves a focus on prevention rather than the criminal justice system, emphasis on student responsibility in the community, use of a variety of teaching techniques, especially interactive strategies, and making the conceptual link between program concepts and real-life experiences. To be effective, TCC must have the commitment of the teacher, as well as support from administrators.

This report covers two evaluation activities conducted by the Social Science Education Consortium (SSEC) for the Teens, Crime, and the Community Program under its 1994-95 contract: (1) the revision and field testing of student knowledge, attitude, and behavioral instruments and (2) student impact assessment.

The evaluation design for the student impact assessment consisted of standardized pre/posttests of knowledge, attitudes, and behavior; a post-program survey; in-class observations; informal interviews with students; and student focus groups. The National TCC Center identified two program models for the 1994-95 evaluation studies: (1) TCC as an infused unit in ninth-grade civics resulting from a probation/school collaboration in northern Minnesota and (2) TCC as a ninth-grade law studies elective course resulting from a field test as an after-school activity in Louisiana. The 1995 student impact assessment included three groups of students: those receiving a full TCC program (TCC group, n=218); those receiving no TCC (control group, n=173); and those only using the TCC student textbook (book group, n=38).

The main findings of the evaluation include:

- There was a statistically significant difference between the TCC and control students in knowledge gain: TCC students increased their mean number of correct answers by over two questions; the control students increased their mean number of correct answers by less than half a question.
- The TCC group had a significantly increased level of social bonding to school on the posttest as compared to the control group.
- Comparing the pre/posttest differences in the aggregated frequency of delinquent behaviors, there was a statistically significant difference between the TCC and control groups. The TCC group exhibited an overall decrease in mean frequency of delinquent acts per student over time, while the control group increased their overall mean frequency of engaging in delinquent acts.
- Students that only did the book readings and activities but did not have access to resource people or action projects showed significant gains in knowledge over control students. No significant difference with controls in attitudes or behavior were found, however.

I. Overview of the Teens, Crime, and the Community Program

TCC Goals and Characteristics

Since 1985, the National Crime Prevention Council (NCPC) and the National Institute for Citizen Education in the Law (NICEL) have collaborated to support the implementation of the Teens, Crime, and the Community curriculum in schools, community-based organizations, and juvenile justice settings. The curriculum is intended for youth at the seventh- through ninth-grade levels. The Teens, Crime, and the Community Program (TCC) combines education and action to help teens understand how crime affects them and their families, friends, and communities while involving them in crime prevention projects that make their communities safer.

As outlined in the TCC promotional brochure, the program has four main goals:

- Making teens aware of their vulnerability to crime.
- Teaching them how to protect themselves and their communities, and how to recognize, avoid, and report specific crimes.
- Presenting both victim and offender perspectives within the criminal and juvenile justice systems.
- Motivating teens to take action in their schools and communities by understanding the costs of crime and what can be done to prevent it.

The TCC Program Center actively promotes several features of program success, including sufficient class time to cover course content, use of resource people from the community, and student-driven teen action projects. Effective implementation of TCC also involves a focus on prevention rather than the criminal justice system, emphasis on student responsibility in the community, use of a variety of teaching techniques, especially interactive strategies, and making the conceptual link between program concepts and real-life experiences. To be effective, TCC must have the commitment of the teacher, as well as support from administrators.

Participation in TCC is hypothesized to have a significant impact on teens in the following areas:

- Increasing knowledge about teen victimization and crime prevention.
- Reducing victimization by crime.
- Improving commitment to legitimate social norms.
- Enhancing attachment to adults, particularly authority figures, and the community.
- Expanding involvement in positive activities in the community geared toward crime reduction.
- Increasing beliefs that rules and laws are necessary in society and that they are fair and reasonable enough to be obeyed.
- Reducing delinquency.

These areas of impact include most dimensions that the literature asserts are predictors of delinquency.

Past TCC Evaluation Efforts

TCC evaluations focusing on implementation and outcomes of student participation have been conducted at various sites throughout the United States:

- On-site interviews with juvenile justice staff in five settings: Boston; Rappahannock, Virginia; Virginia Beach, Virginia; Miami, Oklahoma; and Camarillo, California. The goal of these interviews was to decribe the first year of TCC implementation in these settings.
- Pre-post analysis of change in knowledge among students in Detroit (n=91), San Francisco (n=121 Year 1, n=97 Year 2), South Carolina and Iowa (n=138). The purpose of this data collection was to assess the extent to which students learn about crime and crime prevention through TCC participation.
- Pre-post analysis of attitude change among students in Detroit (n=91), San Francisco (n=121 Year 1, n=97 Year 2), South Carolina and Iowa (n=138). These surveys aimed to demonstrate improved attitudes toward self, adults, and helping others as a result of involvement in TCC and the action projects.
- Telephone interviews with students in Detroit (n=11), San Francisco (n=7), South Carolina and Iowa (n=30) to learn student perceptions about the program and its impact.
- Telephone interviews with teachers (n=9) and administrators (n=5) in South Carolina and Iowa to obtain their opinions of the program and their perceptions of the impact of the program on students.
- Group interviews with teachers in Detroit (n=3) and San Francisco to obtain information about how the program was implemented and recommendations for how it could be improved.

According to the 1992 TCC Evaluation Report prepared by Social Program Evaluators and Consultants, Inc. (SPEC), these prior evaluations indicated the following:

- Increases in student knowledge about teen victimization and crime prevention after participation in TCC can be objectively demonstrated.
- The attitude measure developed for the evaluation was not sufficiently reliable. Pre-post changes in attitude were demonstrated on only one item at only one site.
- Students, teachers, and administrators believe that TCC does have an impact on student behavior and attitudes.
- TCC is implemented with various intensity and methods in different settings. The reasons for differing levels of implementation include teacher and administrator commitment to the program, resources available in the school and/or community, teachers' areas of expertise and interest, the structure of the program, and the varying lengths of stay within particular settings.

In 1993, the Social Science Education Consortium (SSEC) conducted a "Review of the Evaluation Reports for Teens, Crime, and the Community." The purpose of the review was to assess the previous TCC evaluations to determine their quality and to identify unanswered questions to be addressed in future studies. Seven limitations of previous evaluations in addressing the expected outcomes of TCC were identified:

- Consistency of implementation at each site including the number of chapters covered, the specific content covered, use of resource people, number of students doing action projects, and the types of action projects.
- Variation in demographic characteristics of each site. The question of whether TCC has differential effects for different types of students has not been answered by existing data. No systematic compari-

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sons have been made between urban and rural programs; between sites that serve at-risk and lower risk students; between low and high ability students; between high school and middle school students; or between males and females.

- Problems with instruments, especially their validity and reliability.
- Attrition and small sample sizes.
- Inconsistency of control group assignments.
- Data on victimization and delinquency.
- Problems in reporting of data.

The 1994-95 evaluation of the TCC program included two components: (1) student impact assessment including the revision and field testing of student knowledge, attitude, and behavioral instruments and (2) implementation, institutionalization, and expansion case studies. The report summarizes the results of the student impact assessment; the results of the case studies related to implementation, institutionalization, and expansion are presented in a separate report.

II. Evaluation Strategy

Revision and Field Testing of Standardized Instruments

Based on the results of the 1993 meta-analysis of prior TCC evaluation efforts discussed above, SSEC was asked to revise the two instruments utilized in the 1992 TCC evaluation. SSEC was to analyze both instruments, insuring the relevance, validity, and reliability of every item. Those items that did not yield useful results during the 1992 evaluation were to be revised or deleted and new items added. The instruments were to be finalized in collaboration with TCC staff and then field tested to assure validity and reliability before actual implementation as part of the 1995 student impact assessment. For a more complete description of the instrument revisions, see Appendix A.

Student Impact Assessment

The student impact assessment was designed to determine the relationship between participation in TCC and changes in student knowledge, attitudes, and behaviors concerning crime, victimization, and crime prevention. Specifically, the student impact assessment was designed to answer the following questions:

- To what extent did participation in TCC increase students' knowledge of teen victimization, crime, and crime prevention?
- To what extent did participation in TCC change attitudes related to resiliency including bonding with adults, the school and community, and social and personal competence?
- To what extent did participation in TCC change student behavior with respect to participation in and/or reaction to delinquent and criminal acts?

Models

The National TCC Center identified two program models for the 1994-95 evaluation studies: (1) TCC as an infused unit in ninth-grade civics resulting from a probation/school collaboration in northern Minnesota and (2) TCC as a ninth-grade law studies elective course resulting from a field test as an after-school activity in Louisiana.

These models were selected for several reasons including the purported completeness of program implementation (e.g., student textbook use, student involvement in an action project, and use of resource persons), implementation in spring 1995, potential replicability of the models nationally, and the interest of other local sites in adopting TCC.

Sites

The first model identified by the National TCC Center was being implemented in northern Minnesota at Hibbing and Chisholm High Schools; the second model was implemented at L.E. Rabouin High School in New Orleans. These sites are profiled below.

Northern Minnesota: Hibbing and Chisholm High Schools

The northern Minnesota TCC program is a 12-week unit, infused into ninth-grade civics. Students had TCC every day for 50 minutes. The program was the same for the Hibbing and Chisholm classes, only differing in the days when probation staff and resource people were to visit the classroom. The program covered all textbook chapters at a rate of approximately one chapter per week. The course was team taught by probation department staff and Hibbing teachers. The basic weekly schedule included one day with the teacher only, one day with a probation officer running the class, one day with a resource person presentation, and one day with a video and discussion. The remaining day varied week to week and included additional resource person presentations, in-class activities with the teacher, or another day facilitated by a probation officer. A total of 15 resource people spoke to the classes. Students had the opportunity to participate in a service project involving writing public service announcements for a local radio station concerning crime and crime prevention issues. Additionally, students could participate in a random acts of kindness activity to earn free food coupons for local fast-food restaurants.

Hibbing High School is located in Hibbing, a rural town of 20,000 in northern Minnesota. Hibbing High has an enrollment of 1,105 students in grades 9-12. Ninety-seven percent of the students are white; 48 percent are female. Free and reduced lunches are provided to 14 percent of the students. The dropout/transfer rate is approximately 10 percent.

Hibbing students were randomly assigned to one of three ninth-grade civics groups via the computerized scheduling system. The first group of students (five classes) received the total TCC program. The second group (two classes) used the TCC student textbook for six weeks; they had no resource people or action project involvement. In class, students read parts of the book, had discussions, did TCC activities, and were tested over the material. The book group covered the first nine chapters in the book; the drunk driving and shoplifting chapters were not covered. Chapters 1, 2, 3, and 6 (teens and crime prevention, victims of crime, violent crime, and conflict management) received the most attention; chapter 4 (property crime and vandalism) received less attention, and chapters 7-9 (child abuse, rape, and substance abuse) were allotted approximately one day each. The third group (three classes) received no TCC.

Chisholm High School is located in the rural town of Chisholm (population 5,000), approximately 10 miles from Hibbing. Chisholm High has an enrollment of 331 students in grades 9-12. Ninety-five percent of the students are white; 51 percent are female. Free and reduced lunches are provided to nine percent of the students. The dropout rate is approximately 3.5 percent.

Louisiana: L.E. Rabouin High School

L.E. Rabouin Career Magnet High School is located near the heart of the city of New Orleans. Rabouin is an urban magnet school for vocational education with specializations in cosmetology, photography, and electronics. Rabouin has an enrollment of 716 students in grades 9-12. Ninety-eight percent of the students are African American; 70 percent are female. Free and reduced lunches are provided to 83 percent of the students. The dropout rate is approximately 3 percent.

At Rabouin, TCC was a full semester-long (18-week) elective course for civics credit, meeting every day during the second period for 50 minutes. Additionally, students were required to meet once a week after school. Most students who enroll in TCC are ninth-graders; a few tenth-graders also enroll.

The class had TCC textbooks, which were kept in the classroom and used for in-class exercises. The teacher used the textbook contents as the basis of her daily lessons, using a combination of lecture and interactive strategies to present the material. The topics of all chapters of the book were covered. During the spring 1995 semester, five resource persons were used in the TCC class: a rape specialist, a child abuse specialist, a prosecutor, a community outreach worker, and a department store security guard. The students did skits on drug and child abuse for elementary students as their action project. In addition to the skit, students made posters of local hotline numbers for child abuse and drug abuse social service organizations to put up at the two elementary schools.

For more detailed information concerning the implementation of TCC at each site, see the TCC Implementation, Institutionalization, and Expansion Case Studies.

Sample

The 1995 student impact assessment included three groups of students: those receiving a full TCC program (TCC group); those receiving no TCC (control group); and those only using the TCC student textbook (book group). Each group is described blow; Table 1 provides an overview of the characteristics of the three groups.

TCC Group

The TCC (experimental) group was to consist of students participating in the TCC classes of five ninth-grade teachers at four sites in the two states (one urban and three rural) implementing TCC during spring 1995. The following sites were selected by the National TCC Program Center:

Louisiana:	Rabouin High School, New Orleans, 1 class - 30 students, 1 teacher, 18-week elective course (urban).
	St. Martinville High School, St. Martinville, 1 class - 30 students, 1 teacher, 18-week after-school elective course (rural).
Minnesota:	Hibbing High School, Hibbing, 5 classes - 150 students, 1 teacher, 12-week unit in civics course (rural).
	Chisholm Senior High School, Chisholm, 3 classes - 80 students, 2 teachers, 12-week unit in civics course (rural).

Half of the Hibbing ninth-grade participated in the TCC program; all Chisholm ninth-graders participated in TCC.

St. Martinville was dropped from the evaluation as the TCC class there was reportedly going to be a mixture of new students with no prior TCC exposure and students who had done TCC book readings and exercises during the fall.

Control Group

To allow comparisons with the TCC group, the control groups were selected to be as similar as possible to the classes receiving TCC. Initially, the control group consisted of three classes at Rabouin, three classes at Hibbing, and two classes at Eveleth-Gilbert Junior High School. In the end, the control group only consisted of 125 students in three ninth-grade classes at Hibbing High School. These students did no TCC at all due to a shortage of textbooks. These classes studied Minnesota history during the 12 weeks that the other classes participated in the TCC unit.

The Rabouin control groups were to be both sections of one ninth-grade civics teacher's classes and one ninth-grade physical education class of the TCC teacher. All Rabouin controls were dropped from the evaluation as the TCC teacher administered the posttest to a different physical education class than took the pretest. The civics teacher who had administered the pretest did not participate in the posttest, presumably due to the number of periods the test would have taken from the planned curriculum near the end of the school year.

Eveleth-Gilbert Junior High School in northern Minnesota was identified and initially agreed to serve as the control for the Chisholm TCC program. However, due to a series of delays and administrative concerns regarding the attitude/behavior instrument, the school was dropped from the evaluation. As the community/student demographics and the TCC program structure between Hibbing and Chisholm were similar, it was decided that the Hibbing control group could also serve as the control for Chisholm.

Book Group

Hibbing High School had one ninth-grade teacher who elected to utilize the TCC book with his two classes of civics students. The students did readings from the book and various exercises, but did not have the benefit of the other components of the program (i.e., the resource people and action projects). These 38 students provided a third comparison group, the book group, for the evaluation.

Table 1. Overview of Evaluation Groups

Category		**Evaluation Group**		
		TCC	**Control**	**Book**
Gender:	Female	53%	50%	57%
	Male	47%	50%	43%
Age at Start:	14	42%	48%	53%
	15	53%	48%	43%
	16	5%	4%	4%
Grade:	9	98%	97%	96%
	10	2%	3%	4%
School:	Rabouin	5%	0%	0%
	Hibbing	63%	100%	100%
	Chisholm	32%	0%	0%
GPA:	A's	7%	7%	7%
	B's	43%	47%	39%
	C's	38%	35%	39%
	D's	5%	7%	4%
	F's	7%	4%	11%

III. Student Impact Assessment

This section begins with an overview of the components of the student impact assessment. Five subsections then summarize the findings from the knowledge instrument, the attitudinal instrument, the behavioral instrument, the post-TCC program survey, and the student focus group discussions. Appendix B describes the methodology used to analyze the data reported on in this section.

Overview of Assessment Components

The student impact assessment consisted of five components: student focus groups; standardized pre/posttests of knowledge, attitudes, and behavior; a post-program survey; in-class observations; and informal interviews with students.

Student Focus Groups

Student focus groups were conducted by SSEC staff at each of the three sites to assess more systematically and in greater depth, student reactions and responses to the TCC program. At each site, a random sample of students was selected to participate in half hour focus group discussions with the evaluator. In Chisholm, eight students participated; in Hibbing, 16 students; and in New Orleans, eight students.

Standardized Pre/Posttests

All students participating in the TCC evaluation completed two standardized pre/posttests: one contained knowledge items, the other, attitude and behavior items.

Two versions of each test were developed and color-coded; the questions were the same but the order was reversed between the two versions of each test. All teachers were provided standardized instructions for pre- and posttest administration. Tests were to be administered the first two days of the TCC class during the spring semester before students had been exposed to any of the class content. Teachers were to administer the knowledge test during the first class period and the attitude/behavior test during the second. Upon completion of the attitude/behavior test, each student sealed his/her form in an envelope to insure confidentiality. The posttests were to be administered in a similar manner during the week prior to the end of the TCC program. Book and control group students took the tests following the same guidelines on the same days as the TCC students.

Table 2 presents an overview of the number of students in each group completing each instrument. Overall, 149 students were dropped from the knowledge test and 168 from the attitude/behavior surveys for any one of the following reasons: student took pretest but not posttest; student took posttest but not pretest; student identification numbers were missing or inaccurate and unable to be matched.

Post-TCC Program Survey

After completing the TCC program, all participating students completed a one-page questionnaire survey with six open-ended questions designed to assess student response to TCC and what they learned from the experience.

Table 2. Student Pre/Posttest Summaries

School	Teacher	Number of Students					
		Knowledge Survey			Behavior/Attitude Survey		
		Pre	Post	Both	Pre	Post	Both
Rabouin	TCC	18	14	9	19	14	8
	Control	49	10	0	50	7	0
Chisholm	TCC-Teacher 1	45	40	38	41	41	31
	TCC-Teacher 2	24	23	19	26	25	22
Hibbing	TCC	131	122	114	130	121	111
	Control	119	121	106	123	112	104
	Book	38	33	28	37	42	34
	TCC	218	199	180	216	201	172
	Control	168	131	106	173	119	104
	Book	38	33	28	37	42	34
	TOTAL	424	363	314	426	362	310

In-Class Observations

SSEC evaluation and TCC program staff conducted observations in all TCC sites. Observations were conducted to assess implementation integrity and to gauge level of student interest and participation. The New Orleans class was observed twice by SSEC staff during the semester for a total of five class periods and by TCC staff for a total of another five periods. Hibbing and Chisholm classes were observed twice, once by SSEC staff and once by TCC staff. For specifics on the implementation findings, see the separate report on implementation, institutionalization, and expansion. For the student impact assessment, the in-class observations informed analysis and discussion of the results.

Informal Student Interviews

During site visits, SSEC evaluation staff informally interviewed a series of students to determine their impressions of TCC, their interest in it, and what they felt they were learning. Findings from these interviews informed analysis of results from other components of the assessment.

Summary of Student Focus Groups

Focus groups were conducted by SSEC evaluation staff with a random sample of students selected from class rosters by SSEC staff at each participating TCC site: Hibbing, Chisholm, and Rabouin High Schools. At Hibbing, three 20- to 30-minute focus groups were conducted with a total of 16 students. At Chisholm, one 30-

minute focus group was conducted with eight students. At Rabouin, one 30-minute focus group was conducted with eight students. The following sections describe the highlights of the focus groups by school. For a copy of the focus group protocol, see Appendix G.

Rabouin High School

The sample of Rabouin TCC students participating in the focus group elected to take the TCC/Law Studies course over the usual ninth-grade civics course for a variety of reasons. Of the three evaluation sites, these students expressed the most enthusiasm for TCC and the direct applicability it had to their lives. Two students admitted wanting to avoid civics as the reason they took TCC. However, the rest were drawn to the class because of the relevance of the topic to their lives and their desire to learn (1) about their rights, (2) how to protect themselves from crime and violence, and (3) how to help prevent crime in their community.

When asked what they had learned from the TCC program that they hadn't known before, students gave a variety of content-specific answers, including the difference in laws for juveniles and adults; types of crimes and their punishments; the level of child abuse in the community; and their conflict triggers. Students also mentioned having learned how to protect themselves from crime, including not drinking and driving, not wearing jewelry, how to use keys to protect themselves from rape, etc.

One student stated that he had learned how to better express his feelings and opinions on issues of crime and violence. Other students agreed that one important feature of TCC was that it provided them the opportunity to voice their opinions. They stated that the teacher had been very open both during and after class and that they had appreciated the fact that she was nonjudgmental. Students had also been interested to learn about the types of crime and violence experienced by their classmates and felt the opportunity to talk openly on various topics helped others experiencing similar problems in their lives. Said one student, "Everyday we always learned something."

Students were asked how useful the things they learned in TCC were, as compared to what they learned in other classes. All students felt TCC was more interesting as "it is reality." "Civics is the past; there is more to life than dead white people." "There's crime in the street and it is going to stay here. We need to learn things to help us in our lives."

The students all really enjoyed preparing the skit for younger students on drug abuse and child abuse. They felt the younger students had understood the messages they were trying to present to them. All students in the focus group strongly expressed that they would have liked to have had more opportunities to do community service. Suggestions included taking the skit to more schools, especially to younger students at the "worst" schools, and having ongoing mentoring opportunities for themselves to serve as Big Brothers/Big Sisters for younger children. Many students were willing to do community work on the weekend. They stated that they had nothing to do on weekends and this would give them something constructive to do and help them stay out of trouble themselves. Some students volunteered that they would be willing to pay money to make this happen if they had to. "We didn't have enough community work. Every now and then is not enough. There could be trouble happening in the streets right now."

All students felt that the TCC course should be offered again, as an elective. They did not feel all students had sufficient interest or motivation to warrant making it a mandatory course, however. Recommendations for improvement included more outside classroom activities, more community service, better ways to test for knowledge, and including more topics and information.

Most students wished there was another higher level law studies course they could take after TCC, as they had found the topic interesting but realized they had much more to learn.

Hibbing High School

Sixteen randomly selected Hibbing TCC students participated in one of three focus group discussions. All students agreed that TCC was more interesting than the "standard" civics topics and was more directly relevant to their lives. Overall, the Hibbing students felt the most important thing they had learned from TCC was to consider the consequences of their actions and the need to think twice before making choices. Other important things learned included things they "never realized were considered shoplifting," "how much trouble we can get in for the little things we do," and how "the system is overboard" and inconsistent, especially with child abuse issues. Many of the Hibbing students reported that they had already "thought twice" and had changed their behaviors, especially with drinking and shoplifting. Students also felt they notice crime-related stories in the newspaper or on television with more knowledge and interest, after having had the TCC program.

Generally speaking, students enjoyed the outside speakers, especially those who shared real-life stories of their own experiences. However, they did not like having speakers more than one day in a row. While they felt the teacher had not spent much time preparing them for any given speaker, they felt she did a good job in summarizing the main points and leading discussions to follow-up on the speakers' presentations.

Students especially appreciated the in-class discussions, as they felt they were able to honestly voice their opinions. They felt the teacher was not judgmental and encouraged them to state their opinions openly. In other classes, they felt this was not possible. Students reported doing small-group work about once a week, and they enjoyed this feature.

Most students enjoyed preparing their crime portfolios. They liked that the grading scheme was clear and presented up front, so they knew what to expect. They did not enjoy having to do the formal portfolio presentations to the class, however, even though they did enjoy the informal opportunities to voice their opinions in class.

The students were not overly enthusiastic about writing the radio commercials on crime and prevention topics. They generally viewed it "just one more assignment" and thus did not see the value as a community service effort. Students felt the radio commercials had minimal impact overall.

Students had very few recommendations about how to improve the course next year: "it was pretty good just as it is."

Chisholm High School

Eight randomly selected Chisholm TCC students (three assigned to one teacher, five to the other) participated in one focus group. Of the three sites, the Chisholm students were the least enthusiastic about the program. The styles of the two teachers involved were very different from each other and seemed to have significant impact on how students viewed the value of the program. Generally, the students liked having speakers and felt it made the course more interesting, especially when speakers shared their personal experiences. However, on the whole, they did not seem to think the things they had learned would make much difference in their lives. Several said they didn't think they would change their behavior after having taken TCC, but would only try harder to avoid being caught. Some students felt the course was repetitive, as certain topics were also covered in their health course. The sessions dealing with how courts work, felonies, misdemeanors and their punishments, and new Minnesota laws and how they will affect young people were among the best liked.

Students of both teachers responded that they would like more opportunities for class participation and outside activities like field trips. Students of both teachers felt grading was subjective; the majority of students felt it was an easy class and an easy "A". Students reported doing no community service with TCC and thus had little conception of the value of service, though many students had a community service requirement of 20 hours through church.

Discussion of Results

The focus groups provided important additional insights into the impact of TCC on students that would have been difficult to discern from written surveys alone. For example, student enthusiasm and interest in the subject matter due to its relevance to their lives was more evident during the focus groups. That students appreciated having the opportunity to express their opinions and discuss issues of crime and violence openly was also clear. The teacher's role in facilitating the discussion and creating a safe, nonjudgmental forum was key in the students' eyes. Focus groups allowed students to express why they felt as they did.

In contrast to the somewhat minimal gains in knowledge exhibited by students on the book-based knowledge survey, conversations with them clearly indicated that, in most cases, they had actually learned a great deal about crime and crime prevention during TCC. Students learned much about prevention tips, definitions of types of crime, consequences of criminal behavior, local statistics, and services available that they would not have known about otherwise. It was also clear when talking to students that, although the main topics covered in all three sites were the same, the perspectives, knowledge, and experiences of the individual teachers and resource people had a significant impact on how students were exposed to a given topic and what they learned about it.

The focus groups also allowed student comments about homework, speaker quality, activities, and other aspects of the program to be understood from the perspective of middle schoolers. The impact of action project participation (or lack thereof) was also clearer as a result of the focus groups than the attitudinal survey alone.

In sum, the focus groups provided a greater level of detail and a valuable reality-check on what actually happened during TCC to complement the written survey results. The focus groups shed light on why any given class reacted as they did to various speakers, topics, and their teacher.

Summary of Knowledge Instrument Results

Overview of Instrument

The revised knowledge instrument included 30 multiple-choice questions designed to test knowledge of the main concepts of the student textbook. Each question was related to a specific chapter; no general knowledge multiple-choice questions were included.

Additionally, the SSEC evaluators developed three open-ended questions as an alternative approach to measuring cognitive changes related to the central concepts of TCC. The first open-ended question asked students (1)

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to look at a drawing in order to identify as many factors as possible increasing a young woman's risk of violent crime and (2) to recommend how she could reduce her level of risk. The second question presented a school-based scenario concerning conflict over a locker and asked students to describe how they would resolve the conflict. A third open-ended question was designed to determine students' understanding of the ways in which they could reduce their chances of being assaulted.

For a more complete description of the knowledge instrument, see Appendix A.

Expected Results

It was expected that students participating in the full TCC program would exhibit the greatest gains in knowledge due to their exposure to the textbook content, resource persons, and opportunity to use their classroom learning in a service project. The TCC students would answer more multiple-choice questions correctly and give the most detailed and sophisticated answers to the open-ended questions. It was expected that the students who only read parts of the TCC student textbook would also show gains in knowledge, though less so than the program group. No changes in knowledge were expected for the control students, as they were to study an unrelated topic during the same period.

Summary of Results: Multiple-Choice Questions

There was a statistically significant difference between the TCC and control groups in the average number of correct answers on the pre- and posttests. The TCC group increased their average number of correct answers by over two questions per student on the posttest; the control group improved by less than half a question. Because the control group was more comparable to the TCC students in Minnesota than to those in New Orleans, correct answers on the pre- and posttests and the pre-post difference were calculated for the Minnesota TCC group (i.e., New Orleans students were excluded). However, the pre-post change was only slightly higher than for the entire TCC group.

The pre-posttest difference in average number of correct answers between the control and book groups was also statistically significant. The book students averaged approximately two more correct answer each on the posttest, compared to the control group's half a question each.

The TCC and book groups were comparable in terms of the mean number of correct answers on the pretest and posttest and in terms of pre-posttest change.

Table 3 provides a summary of the correct answers by group over time.

Table 3. Mean Number of Correct Multiple-Choice Answers by Group and Time

Category	TCC	Control	Book
Correct Answers—Pretest (24 possible)	11.36 (11.44*)	12.56	11.29
Correct Answers—Posttest (24 possible)	13.58 (13.74*)	13.02	13.57
Pre-Posttest Difference	2.23 (2.30*)	.46	2.29
n=	180 (171*)	106	28

* Indicates TCC Group with the New Orleans students omitted.

Table 4 provides a pre-posttest comparison of correct answers to each question by group (TCC, control, and book) with level of significance of change over time for each. Table 5 compares the mean pre-posttest differences in number of correct answers by group and indicates levels of significance for group comparisons. For a question-by-question review of the pre-posttest data broken out by school and teacher, see the 30 tables provided in Appendix C. Also in Appendix C is a table of the mean number of overall correct answers on the pre- and posttests broken out by teacher.

Discussion of Results: Multiple-Choice Questions

For all three groups, the average number of correct answers was higher on the posttest than on the pretest, but the gains for any individual group were not statistically significant. However, comparisons of the increases in the number of correct answers between either the TCC or book groups and the control group were significant. Therefore, it appears that participating in either a full TCC program or reading the student textbook results in knowledge gains concerning crime and crime prevention that would otherwise not occur. Since there was no significant difference in the change in the number of questions answered correctly on the pre- and posttests between the TCC and book group, it appears that the overall knowledge gain was similar whether or not students had access to resource persons and/or action projects, in addition to the textbook material.

While the TCC and book groups did exhibit a statistically significant change in the mean number of correct answers on the knowledge instrument between the pre- and posttests as compared to the control group, in practicality a mean increase of slightly more than two correct answers per student is rather minimal. Since the control students' knowledge increased roughly half a question per student without any curricular input, the net gain attributable to either the TCC program or the book is really only 1.75 to 1.8 questions per student.

It should also be noted that there was a statistically significant difference in the average number of correct answers on the pretest between the control group and both the TCC and book groups; the control students had a higher average number of correct answers than either other group. This presumably higher level of knowledge among the controls has not been explained. One would have expected no significant difference among the Minnesota students initially, as they were assigned randomly to their groups by a computerized system.

Table 4. Pre/Posttest Comparison of Correct Multiple-Choice Answers by Group

Question	TCC Program		p<	Control		p<	Book Only		p<
	Pre	Post		Pre	Post		Pre	Post	
4. Age group to be victim of crime	22.2%	75.0%	.00	27.4%	28.3%	NS	25.0%	67.9%	.00
5. True statement—reporting crime	59.4%	76.7%	.00	68.9%	74.5%	NS	57.1%	75.0%	NS
6. False statement—elderly and crime	35.0%	42.8%	.06	35.8%	34.0%	NS	25.0%	35.7%	NS
7. False statement—teenagers and crime	66.7%	69.4%	NS	75.5%	72.6%	NS	53.6%	60.7%	NS
8. Actions taken if victim	36.7%	48.9%	.00	42.5%	51.9%	.05	60.7%	64.3%	NS
*9. Feel better by friend	83.9%	80.6%	N/A	80.2%	72.6%	N/A	75.0%	78.6%	N/A
10. Common type of violent crime	46.7%	70.0%	.00	56.6%	54.7%	NS	35.7%	75.0%	.01
11. Actions if you hear a burglar in your home	27.2%	48.9%	.00	33.0%	36.8%	NS	17.9%	50.0%	.00
12. False statement—drug use and violent crime	68.9%	70.0%	NS	83.0%	74.5%	NS	75.0%	78.6%	NS
13. Not a property crime	9.4%	18.3%	.01	4.7%	11.3%	.05	3.6%	21.4%	NS
14. False statement—vandalism	50.0%	56.7%	NS	53.8%	57.5%	NS	57.1%	75.0%	NS
15. Juvenile treated as adult	67.8%	50.0%	.00	70.8%	75.5%	NS	67.9%	67.9%	NS
16. Criminal justice process	35.0%	39.2%	NS	34.0%	40.6%	NS	42.9%	39.3%	NS
17. False statement—criminal justice	51.7%	54.4%	NS	51.9%	68.9%	.00	46.4%	67.9%	NS
*18. Resolve conflict with two friends	94.4%	62.8%	N/A	94.3%	59.4%	N/A	100.0%	67.9%	N/A
19. False statement—conflict	68.3%	76.7%	.04	84.0%	76.4%	NS	71.4%	71.4%	NS
20. Not important in resolving conflicts	69.4%	70.0%	NS	74.5%	74.5%	NS	82.1%	60.7%	.03

TCC Program: n = 180
Control: n = 106
Book: n = 28

NS = No significant difference
N/A = Not applicable
* = Question changed

Question	TCC Program		p<	Control		p<	Book Only		p<
	Pre	Post		Pre	Post		Pre	Post	
21. False statement—child abuse #1	21.7%	33.3%	.00	27.4%	34.9%	NS	14.3%	42.9%	.02
*22. False statement—child abuse #2	81.7%	49.4%	N/A	81.1%	63.2%	N/A	85.7%	42.9%	N/A
*23. Child abuse exclusion	82.8%	52.2%	N/A	85.8%	50.0%	N/A	92.9%	32.1%	N/A
24. Child/adolescent abuse reduced/prevention	53.3%	58.9%	.08	50.9%	61.3%	NS	60.7%	53.6%	NS
25. True statement—rape	35.6%	48.9%	.00	41.5%	38.7%	NS	32.1%	46.4%	NS
26. Action after rape	65.6%	70.0%	NS	67.9%	57.5%	.04	71.4%	60.7%	NS
*27. True statement—date rape	77.2%	68.9%	N/A	83.0%	80.2%	N/A	82.1%	75.0%	N/A
28. False statement—rape	36.1%	56.7%	.00	42.5%	50.0%	NS	46.4%	42.9%	NS
29. Sober up more quickly	67.2%	77.8%	.00	67.9%	68.9%	NS	53.6%	71.4%	NS
30. False statement—alcohol-related car crashes	39.4%	50.6%	.01	54.7%	47.2%	NS	89.3%	39.3%	NS
31. True statement—teens and drunk driving	68.9%	65.6%	NS	61.3%	68.9%	NS	60.7%	57.1%	NS
32. False statement—shoplifting	33.3%	31.7%	NS	45.3%	42.5%	NS	28.6%	32.1%	NS
33. True statement—stole a pack of candy bars	72.2%	71.7%	N/A	86.8%	85.8%	N/A	75.0%	78.6%	N/A
MEAN NUMBER OF CORRECT ANSWERS	11.36	13.58	.00	12.56	13.02	.00	11.29	13.57	.00

TCC Program: n = 180
Control: n = 106
Book: n = 28

NS = No significant difference
N/A = Not applicable
* = Question changed

Table 5. Mean Difference in Correct Multiple-Choice Answers by Group

Question	Mean Difference			t-test of difference		
	TCC Program	Control	Book	TCC/C	TCC/B	B/C
4. Age group to be victim of crime	.53	.01	.43	.00	NS	.00
5. True statement—reporting crime	.17	.06	.18	.04	NS	NS
6. False statement—elderly and crime	.08	-.02	.11	NS	NS	NS
7. False statement—teenagers and crime	.03	-.03	.07	NS	NS	NS
8. Actions taken if victim	.12	.09	.04	NS	.06	NS
9. Feel better by friend	N/A	N/A	N/A	N/A	N/A	N/A
10. Common type of violent crime	.23	-.02	.39	.00	NS	.00
11. Actions if you hear a burglar in your home	.22	.04	.32	.00	NS	NS
12. False statement—drug use and violent crime	.01	-.08	.04	.06	NS	NS
13. Not a property crime	.09	.07	.18	NS	NS	.09
14. False statement—vandalism	.07	.04	.18	NS	NS	.02
15. Juvenile treated as adult	-.18	.05	.00	.00	.07	NS
16. Criminal justice process	.02	.07	-.04	NS	NS	NS
17. False statement—criminal justice	.03	.17	.21	.02	.05	NS
18. Resolve conflict with two friends	N/A	N/A	N/A	N/A	N/A	N/A
19. False statement—conflict	.08	-.08	.00	.01	NS	NS
20. Not important in resolving conflicts	.01	.00	-.21	NS	.02	.02

TCC Program: n = 180
Control: n = 106
Book: n = 28

Note: + number indicates posttest increase
NS = not significant
N/A = not applicable

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Question	Mean Difference			t-test of difference		
	TCC Program	Control	Book	TCC/C	TCC/B	B/C
21. False statement—child abuse #1	.12	.08	.29	NS	.07	.03
22. False statement—child abuse #2	N/A	N/A	N/A	N/A	N/A	N/A
23. Child abuse exclusion	N/A	N/A	N/A	N/A	N/A	N/A
24. Child/adolescent abuse reduced/prevention	.06	.10	-.07	NS	NS	.09
25. True statement—rape	.13	-.03	.14	.01	NS	.06
26. Action after rape	.04	-.10	-.11	.02	.09	NS
27. True statement—date rape	N/A	N/A	N/A	N/A	N/A	N/A
28. False statement—rape	.21	.08	-.04	.03	.02	NS
29. Sober up more quickly	.11	.01	.18	.05	NS	.04
30. False statement—alcohol-related car crashes	.11	-.08	.00	.01	NS	NS
31. True statement—teens and drunk driving	-.03	.08	-.04	.06	NS	NS
32. False statement—shoplifting	-.02	-.03	.04	NS	NS	NS
33. True statement—stole a pack of candy bars	N/A	N/A	N/A	N/A	N/A	N/A
OVERALL MEAN DIFFERENCE	2.23	0.46	2.29	.00	NS	.00

TCC Program: n = 180
Control: n = 106
Book: n = 28

Note: + number indicates posttest increase
NS = not significant
N/A = not applicable

When comparing pre/post changes in knowledge among the TCC teachers, interesting trends can be found (see Table 6). Hibbing students exhibited the greatest overall gain in number of correct answers at roughly 3.50 questions per student. The .75 of a question increase for Rabouin students was not statistically significant when compared to the control group. In Chisholm, the students of one teacher got approximately half a question more correct on the posttest, comparable to the gains exhibited by the control group. Students of the other teacher actually got fewer correct answers on the posttest, having declined by roughly .75 of a question each. These differences may suggest that differences in teaching methods or style may influence knowledge gains.

Table 6. Mean Number of Correct Multiple-Choice Answers by Teacher

Mean Number Correct Answers by Teacher				
Site	**Pretest**	**Posttest**	**p≤**	**n=**
TCC				114
Hibbing	11.51	15.11	.000	38
Chisholm 1	10.58	9.87	.009	19
Chisholm 2	12.74	13.26	.000	
Rabouin	9.78	10.56	NS	9
Book				
Hibbing	11.29	13.57	.000	28
Control				
Hibbing	12.56	13.02	.000	106

It should be noted that in both the Hibbing and New Orleans sites, TCC students did not have individually assigned textbooks. Books were left in the classrooms and used only in class for certain exercises, including vocabulary. Few actual reading assignments of the various chapters were given to students. Hibbing students did use the books most frequently for vocabulary exercises and worksheets. Chisholm TCC students did have their own assigned textbooks, but these still were not used extensively for either in-class or homework assignments. The book students did do assigned readings and exercises in class.

As the book was used in only a limited way at all TCC sites and with the book-only group, it is difficult to say why there were relatively small improvements in knowledge measured by the survey. This finding could indicate problems with the instrument and/or individual questions or simply reflect that the instrument was book-based and the students did not utilize the book as much as expected. Until results of the instrument administered to a TCC program using the book at the expected level are obtained, this question will remain unanswered.

Summary of Results: Open-Ended Questions

Three open-ended knowledge questions were included on both the pre- and posttests. The following section summarizes the findings from this alternative form of assessing student gains in knowledge. Tables presenting the responses for each question can be found in Appendix D.

The first question asked students to look at a drawing and list the factors that increased the pictured girl's risk of crime and the ways she could minimize her risk. TCC students listed the lowest mean number of risk factors on both tests. They were also the only group of the three that showed no significant pre-posttest change in the number of responses given. The findings for the second part of the question dealing with risk reduction were similar. The mean number of responses given by TCC students concerning risk reduction was the same on both tests. The control and book groups both listed significantly higher mean numbers of responses on the posttest than pretest. When looking at the overall rating given each student's response to this question, the findings are again similar. More than a third of the TCC students gave a less complete or qualitatively poorer response to the question (both parts) on the posttest than the pretest. More than two-thirds of both the control and book students gave "better" or more complete answers on the posttest.

The second open-ended knowledge question presented students with a school-based scenario dealing with conflict over a shared locker. Students were asked what they would do to help their two friends resolve the conflict. On both the pre- and posttests, most students gave answers such as change lockers, talk about the problem, and set rules for locker use as ways to decrease the potential for conflict. There was little difference between groups in terms of quality or quantity of responses on either test or over time.

The third question asked students to write a paragraph discussing all the ways they could think of to reduce their chances of being assaulted by another person. Again, the TCC group provided the lowest mean number of responses on both the pre- and posttest. The TCC group's three most common responses were the same before and after taking TCC: not being out alone, avoiding unsafe environments, and being attentive. Conflict resolution through talking was only mentioned by 7 percent of the TCC students. The book group's three most common responses on the pre- and posttests were the same: not provoking others, not being out alone, and avoiding unsafe environments. On the pretest, the three most common responses for the control group were not being out alone, being attentive, and keeping valuables close. On the posttest, their three most common answers were not being out alone, keeping valuables close, and avoiding unsafe environments. When looking at the qualitative ratings, there was little overall difference between the TCC and control groups. The book group did have a greater increase in the number of students providing more complete answers between the pre- and posttests than did either of the other two groups.

Discussion of Results: Open-Ended Questions

Very few differences or changes within or between any of the groups on the pre- and posttests were found for the open-ended questions. Thus, they provide limited additional input regarding crime and crime prevention knowledge among the groups.

Such results may indicate reliability and validity problems with the open-ended questions. Whether the questions measure knowledge as they were intended to or measure it consistently over time is not clear. However, TCC students presumably should have been capable of responding to such questions at the same level as students who haven't had the course. Since they did not, it could indicate lack of effort among this group of students, especially on the posttest, as opposed to lack of knowledge. The lack of effort could be due to the questions appearing repetitive or simplistic to them after having dealt with such subjects in greater detail during class.

The approach to measuring knowledge gains needs to be reconsidered, as the current instrument/approach does not adequately reflect actual student gains in knowledge resulting from TCC participation. Talking with students in both informal interviews and focus groups, it was clear that they **had** learned a great deal about types of crime, sanctions for various acts, causes and prevalence of crime, and their rights and responsibilities. However, this gain in knowledge resulting from participation in the TCC program was not reflected in the results of the standardized knowledge instrument. Perhaps the test should be tailored to the actual local program design or other means of authentic assessment used to determine changes in student knowledge. Additionally, if teachers are not going to utilize the textbook as intensively as expected, finding alternative ways to measure student gains in knowledge will be essential in future evaluation efforts.

Recommendations

- Use revised knowledge test again for student impact assessment, especially where book is used as intended by the program.
- Do not use any of the three open-ended questions in their current form again. They did not yield much differentiation between groups.
- Continue to develop alternative means for assessing student gains in knowledge of crime and crime prevention. If teachers are not going to use the book as intended by having students read various chapters, a book-based multiple-choice knowledge test may not adequately assess what students learned from participating in TCC. Results of such book-based testing taken out of context could seem to indicate that TCC has minimal impact on students.

Summary of Attitudinal Instrument Results

Overview of Instrument

The 1995 version of the attitudinal instrument consisted of 58 items using Likert scales from "1" to "4," with "1" being strongly disagree and "4" being strongly agree. Specifically, the instrument consisted of eight scales designed to look at various resiliency factors:

- Social bonding: School.
- Social bonding: Community.
- Social bonding: Adults/authority figures.
- Social bonding: Prosocial norms.
- Personal competence: Self-efficacy.
- Personal competence: Hopefulness.
- Social competence: Cooperation/contribution.

For more information on the attitudinal instrument, see Appendix A.

Expected Results

It was expected that students participating in the full TCC program would have increasingly positive attitudes on all eight scales due to TCC's content, interactive strategies, use of resource persons, and action project component. It also was expected that the increases would be greater for the TCC students than for either other group.

Summary of Results

Looking at the eight aggregated pre/posttest scale means, the only statistically significant attitudinal change for TCC students was increased social bonding to school. For control students, there were significant decreases in both social bonding: prosocial norms and in personal competence: self-efficacy. The book group experienced no statistically significant pre- to posttest differences. Table 7 provides a breakdown of the eight specific scales and the pre/posttest means by group.

Only one statistically significant difference was found when comparing any of the eight scales between groups: TCC students reported significantly increased levels of bonding to school as compared to control students. See Table 8 for specific pre-posttest mean differences for each scale by group.

The changes in individual attitudinal items were also analyzed both by group (TCC, control, and book) and by individual teacher. For the analysis of each item, see Appendix E.

Of the 58 attitudinal items, TCC students showed a significant change between the pre- and posttests on 16, or approximately one-third, of the items. Of the 16, 11 items showed a statistically significant change in the "desired" direction or toward more socially positive attitudes. However, the remaining five items that showed a significant change are counter to the expected direction of change resulting from exposure to the TCC curriculum and content.

The 11 items that showed significant change in the socially desirable direction include eight to which students agreed more strongly after their involvement in TCC and three in which students agreed less with the statement after TCC involvement.

- Things I learned in class are really helpful to me.
- My teachers grade fairly.
- I always like to do my part.
- My teachers care about me as a person.
- My teachers try to get me interested and involved in my classes.
- My teachers go out of their way to help me.
- No matter how difficult a problem I face, I know I can find ways to solve it.
- When other students speak in class, they say something worthwhile.
- Other people decide what happens to me.
- It's OK for me to threaten someone to get them to do what I want.
- Most things kids do to get in trouble don't really hurt anyone.

The book group had no significant pre- to posttest differences in the socially desirable direction for any of these 11 items. The control group experienced significant differences in the desirable direction for only the first two items listed above. None of the other items showed a statistically significant change in any direction for the control group.

The TCC group showed a significant change in the undesirable direction on five items. There was no significant change on these items for either other group. The items were:

- I am responsible for what happens to me.

Table 7. Pre/Posttest Comparison of Attitudinal Scales by Group

Scale	No. of Items	TCC			Control			Book		
		Pretest Mean	Posttest Mean	p<	Pretest Mean	Posttest Mean	p<	Pretest Mean	Posttest Mean	p<
Social Bonding: School	11	29.45	30.30	.01	31.18	31.28	NS	30.79	30.82	NS
Social Bonding: Community	6	14.96	15.13	NS	15.48	15.48	NS	15.21	15.41	NS
Social Bonding: Adults	7	24.26	24.62	NS	25.35	25.37	NS	25.35	25.37	NS
Social Bonding: Prosocial norms	9	27.34	26.99	NS	27.78	27.30	NS	27.61	26.82	NS
Personal competence: Self-efficacy	6	18.48	18.13	.06	19.11	18.71	.01	18.21	18.27	NS
Personal competence: Self-control	7	16.88	16.75	NS	17.14	16.93	NS	17.66	18.15	NS
Personal competence: Hopefulness	6	18.05	18.16	NS	18.15	18.30	NS	17.74	18.15	NS
Social competence: Cooperation	6	16.59	16.44	NS	17.22	16.94	NS	16.79	16.66	NS
Entire Attitude Survey	58	160.35	161.42	NS	164.83	166.68	NS	165.70	163.57	NS

NS = not significant

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Table 8. Mean Differences in Attitudinal Scales Between Groups

Scale	Mean difference			t-test of differences		
	TCC	Control	Book	TCC/C	TCC/B	B/C
				p<	p<	p<
Social Bonding: School	.84	.12	.03	.07	NS	NS
Social Bonding: Community	.17	-.07	.21	NS	NS	NS
Social Bonding: Adults	.36	-.22	.68	NS	NS	NS
Social Bonding: Prosocial norms	-.35	-.48	-.52	NS	NS	NS
Personal competence: Self-efficacy	-.35	-.55	.06	NS	NS	NS
Personal competence: Self-control	-.13	-.10	-.56	NS	NS	NS
Personal competence: Hopefulness	.11	.06	.42	NS	NS	NS
Social competence: Cooperation	-.16	-.37	.03	NS	NS	NS
Entire Attitude Survey	.02	-1.24	-.65	NS	NS	NS
	173	104	26			

NS = not significant

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- A lot of days I would rather not go to school.
- I try to do well in school.
- Judges in our courts try to be fair to people.
- Adults don't give me credit for being as capable as I am.

Control students had significant attitudinal changes in the socially undesirable direction on six items. On the first five items, they agreed less strongly on the posttest, on the sixth, more strongly.

- I come to class prepared to participate.
- I have a lot of respect for police in this city.
- I value being a member of a team.
- I am responsible for what happens to me.
- If you work hard you will get what you want.
- People only help others when they think they are going to get something out of it.

Looking at TCC student responses to individual items broken out by teacher revealed variations in the amount of attitudinal change between classes. These differences may reflect the differences in teacher attitudes and methods of presentation of the TCC content. See Appendix E for the specifics on significant pre- to posttest changes by teacher.

Discussion of Results

From the attitudinal results, it can be postulated that the TCC program—including the interactive structure of lessons, in-class dialogue, use of outside resource persons, and the overall content—contributed to improving students' views of their teachers, school, and peers. In addition, TCC appears to give youth the sense that they can have a measure of control in solving tough issues with which they are faced.

Although TCC students had lower pre- and posttest means overall for both the prosocial norm and self-efficacy scales, they did not exhibit an equivalent decrease in the positiveness of their attitudes as the control students did over the same period. Therefore, it may be that participation in the TCC program helped students maintain their existing sense of norms and self-efficacy.

New Orleans was the only site where the TCC class spent a substantial amount of time engaged in a service project outside the school. The Minnesota TCC students did write public service announcements on various crime issues, but this exercise was not sufficiently framed as a community service effort expected to have a positive impact on listeners. Therefore, it is not surprising that student views concerning their role in the community and their ability to make a difference changed only minimally as a result of their TCC participation. One might expect that if students had been more actively involved in the community through various service efforts, they might have exhibited greater changes on the six items comprising the bonding to the community scale.

The following are a few comments on the individual item results. First, none of the TCC students had direct exposure to judges during their classes. However, they did have exposure, especially in Minnesota, to people who have been both victims and perpetrators of crime. Without a balanced view from exposure to varied perspectives, it is not entirely surprising that students did not change in their specific views concerning judges and the role they serve. Second, as students learned more about the law and how it governs their behaviors, especially those which they may not have previously considered "wrong," it is also not surprising that many came away from TCC with the sense that they do not have full individual choice in deciding what actions are and are not acceptable and what the sanctions for engaging in those actions will be.

Third, the item "I am responsible for what happens to me" appears not to have been interpreted by the students as meaning they are responsible for the consequences of their actions. During focus groups, many students did state that one of the primary things they learned from TCC was that criminal/violent behavior is a choice and that they should consider the consequences of actions before taking them. However, with the victimization focus of the TCC curriculum, it may be that students are now more aware that they can be victims of crime, even when taking appropriate precautions to protect themselves. For example, in the case of drunk drivers causing accidents, students may feel there is little they can do as the innocent party involved. Thus, they feel less directly "in control" of their destinies and what happens to them. There also may be an effect of student age exhibited in this result, as the control group also showed a significant decrease in mean agreement to this item, though less so.

Recommendations

- Reconstruct the self-efficacy and cooperation scales and their respective items to improve the alpha coefficient.
- Fine tune certain items in all scales to improve validity and reliability.
- Reconsider what protective factors TCC may affect, perhaps designing additional scales.

Summary of Behavioral Instrument Results

Overview of Instrument

The behavioral instrument had a total of 34 items: seven dealt with personal experience with various types of crime and/or violence; six with crime prevention, conflict resolution, and responses to crime; and 21 with the frequency of students' personal involvement in delinquent actions. Students were asked to indicate the number of times during the past two months that each of the behaviors had occurred. For a more detailed description of the behavioral instrument, see Appendix A.

Expected Results

The personal experience items were meant to provide insight into the level of crime and violence experienced by teens and how it might vary between groups over time. It was expected that urban students might experience more crime and/or violence than rural students and that as a result of TCC, students might choose not to put themselves in situations where they were either personally at-risk to be injured or would be exposed to crime/violence.

Three of the six prevention items dealt with conflict resolution, an important feature of the TCC program. Therefore, it was expected that students who participated in TCC would have increased skills in resolving conflict and would use them more frequently as a result of their participation in the program. It was also expected that, due to the crime prevention and personal responsibility focus of TCC, TCC students would report more crime to their principals and the police.

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It was expected that students in the TCC program group would exhibit lower levels of delinquency after participating in the program than students in either other group. Book students were also expected to decrease in delinquent behavior. No decrease was expected for controls.

Summary of Results

Table 9 shows the mean frequencies of reported behaviors on the pre- and posttests by group while Table 10 shows the differences in frequencies of reported behaviors between groups. These results are elaborated upon below. Appendix F presents more detailed response data.

There were no statistically significant differences in the overall personal experience with crime scores between the TCC and control groups.

There were also no statistically significant differences in pre- to posttest change for the overall prevention behavior scores between any of the groups. All three groups exhibited a significant decrease in the mean frequency of talking a friend out of getting into a physical fight between the pre- and posttests. In addition, on the posttest, students in all groups also reported fewer incidents of helping family members and friends resolve arguments peacefully than they did on the pretest. The decreases for both categories were statistically significant for the TCC and control groups. The decrease among book students was only significant for helping friends. However, as all groups' frequency of behavior decreased roughly the same amount, the differences between groups were not statistically significant.

There was a significant difference ($p<.03$) between TCC and control students in frequency of talking friends out of doing something they knew was wrong; fewer TCC students than controls engaged in this prevention behavior.

Comparing the pre- to posttest differences in the overall frequency score for all 21 delinquent behaviors, there was a statistically significant difference between the TCC and control groups ($p<.03$). The TCC group exhibited an overall decrease in mean frequency of delinquent acts from 11.22 to 10.51 per student over time, while the control group increased their overall mean frequency of engaging in delinquent acts from 6.46 to 8.19 per student. The increase in delinquent behavior within the control group was statistically significant at $p\leq.00$. Pre- to posttest differences between the TCC and book groups and the control and book groups in terms of overall frequency of delinquent acts were not statistically significant.

Looking at the 21 individual delinquency items, only four exhibited a statistically significant pre- to posttest change in mean frequency of occurrence when comparing the TCC and control groups:

- Use of cigarettes or chewing tobacco among the control group increased significantly more than it did for the TCC group ($p\leq.06$).
- The increase in level of drinking was lower for the TCC group than the control groups ($p\leq.07$).
- The decrease in damaging property among the TCC group was significantly different from the control group's increase in the same behavior ($p\leq.08$).
- The decrease in the TCC group's frequency of breaking into cars or buildings was statistically different from the control group's increased frequency ($p\leq.09$).

Table 9. Pre/Posttest Comparison of Mean Frequencies of Reported Behaviors by Group

How many times **DURING THE PAST 2 MONTHS** have you	E	Mean Frequencies								
		TCC			**Control**			**Book**		
		Pre	**Post**	**p<**	**Pre**	**Post**	**p<**	**Pre**	**Post**	**p<**
PERSONAL EXPERIENCE										
1. been threatened by another student?		.80	.85	NS	.66	.68	NS	.85	.68	NS
2. had something stolen that belongs to you?		.91	.99	NS	.71	.87	.08	.79	1.24	.03
5. felt afraid at school?		.48	.38	NS	.24	.20	NS	.29	.29	NS
6. been physically assaulted by an adult?		.13	.15	NS	.03	.07	.01	.12	.32	.05
7. seen somebody physically assaulted by another teenager?		.95	1.13	.05	.64	.82	.06	1.24	1.06	NS
8. witnessed a crime in your neighborhood?		.41	.45	NS	.19	.33	.06	.15	.41	NS
14. have you been a victim of any other crimes in the past month?		.21	.16	NS	.07	.01	NS	.03	.00	NS
OVERALL SCORE		3.73	4.06	NS	2.42	2.49	NS	3.31	3.93	NS
PREVENTION/RESPONSIBILITY										
3. reported something of yours stolen to the principal or teacher?	+	.19	.18	NS	.03	.10	.10	0.12	.38	.05
9. reported a crime to the police?	+	.12	.10	NS	.10	.05	.08	.15	.24	NS
10. helped friends resolve an argument peacefully?	+	1.20	.99	.01	1.12	.83	.10	1.50	1.21	.09
11. helped family members resolve an argument peacefully?	+	1.00	.77	.01	.96	.67	.01	1.12	.94	NS
12. tried to talk a friend out of getting involved in a physical fight with somebody?	+	.79	.52	.00	.41	.24	.03	.79	.44	.07

TCC Program:	n = 173
Control:	n = 104
Book:	n = 26

NS = Not Significant
E = Direction of Expected Change

How many times **DURING THE PAST 2 MONTHS** have you:	**E**	**Mean Frequencies**								
		TCC			**Control**			**Book**		
		Pre	**Post**	**p<**	**Pre**	**Post**	**p<**	**Pre**	**Post**	**p<**
13. tried to talk a friend out of doing something you know is wrong?	+	1.24	.94	.00	.80	.83	NS	1.15	1.09	NS
OVERALL SCORE		4.48	3.51	.00	3.45	2.68	.01	4.67	4.24	NS
DELINQUENT ACTS										
4. stayed away from school for all or part of a day without an excuse?	-	.58	.81	.01	.37	.73	.00	.50	.74	NS
15. damage or destroy property that belonged to another person?	-	.32	.31	NS	.14	.27	.05	.18	.26	NS
16. drink beer, wine or liquor?	-	1.50	1.51	NS	.78	1.04	.01	1.03	1.15	NS
17. use cigarettes or chewing tobacco?	-	1.26	1.28	NS	.75	1.08	.01	1.21	1.47	NS
18. steal or try to steal things worth less than $5?	-	.46	.59	.08	.31	.45	.01	.53	.47	NS
19. steal or try to steal things worth $5 to $50?	-	.27	.30	NS	.11	.25	.00	.29	.39	NS
20. steal or try to steal things worth $50 or more?	-	.10	.11	NS	.06	.13	.03	.00	.26	.06
21. go out with a group that was planning to fight or break the law?	-	.55	.69	.04	.43	.50	NS	.71	.59	NS
22. cheat on school tests?	-	1.13	1.16	NS	.48	.67	.03	.85	1.03	NS
23. shout or swear at a teacher or another adult?	-	1.09	.83	.00	.87	.78	NS	.62	.59	NS
24. use force or a weapon to get money or things from somebody?	-	.17	.09	NS	.07	.09	NS	.06	.18	NS
25. illegally avoid paying for such things as movies, bus rides or food?	-	.25	.23	NS	.14	.17	NS	.24	.35	NS
26. get into a physical fight?	-	.38	.26	.05	.42	.31	.08	.76	.50	NS
27. use a rock, stick or knife to hurt or threaten another person?	-	.11	.08	NS	.13	.10	NS	.00	.24	.08
28. break into or try to break into a car or building to steal something or just look around?	-	.20	.19	NS	.17	.28	.08	.21	.41	NS

TCC Program:	n = 173
Control:	n = 104
Book:	n = 26

NS = Not Significant
E = Direction of Expected Change

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How many times **DURING THE PAST 2 MONTHS** have you:	**E**	**Mean Frequencies**								
		TCC			**Control**			**Book**		
		Pre	**Post**	**p<**	**Pre**	**Post**	**p<**	**Pre**	**Post**	**p<**
29. damage public property on purpose, such as school property or a traffic sign?	-	1.68	.54	.06	.40	.40	NS	.65	.71	NS
30. get involved in a gang fight?	-	.09	.13	NS	.13	.08	NS	.18	.18	NS
31. use marijuana?	-	.60	.75	.02	.21	.29	.05	.32	.47	NS
32. use other illegal drugs such as cocaine, crack, speed, LSD or others?	-	.22	.26	NS	.08	.11	NS	.03	.26	.06
33. steal or try to steal a motor vehicle such as a car or motorcycle?	-	.09	.11	NS	.02	.07	NS	.00	.18	.08
34. lie about your age to gain entrance or purchase something?	-	.57	.47	NS	.41	.37	NS	.65	.47	NS
OVERALL SCORE		11.22	10.51	NS	10.93	11.88	.00	9.26	11.29	NS

TCC Program:	n = 173
Control:	n = 104
Book:	n = 26

NS = Not Significant
E = Direction of Expected Change

Table 10. Mean Differences in Frequencies of Reported Behaviors Between Groups

How many times **DURING THE PAST 2 MONTHS** have you:	E	Mean Difference			t-tests of differences		
		TCC	Control	Book	TCC/C	TCC/B	B/C
					p<	p<	p<
PERSONAL EXPERIENCE							
1. been threatened by another student?		.05	.01	-.18	NS	NS	NS
2. had something stolen that belongs to you?		.08	.16	.44	NS	.07	NS
5. felt afraid at school?		-.10	-.04	.00	NS	NS	NS
6. been physically assaulted by an adult?		.02	.04	.21	NS	.09	.10
7. seen somebody physically assaulted by another teenager?		.19	.17	-.18	NS	.09	.07
8. witnessed a crime in your neighborhood?		.04	.13	.27	NS	NS	NS
14. have you been a victim of any other crimes in the past month?		-.05	-.05	-.03	NS	NS	NS
OVERALL SCORE		.33	.07	.62	NS	NS	NS
PREVENTION/RESPONSIBILITY							
3. reported something of yours stolen to the principal or teacher?	+	-.02	.07	.26	.10	.01	.02
9. reported a crime to the police?	+	-.02	-.05	.09	NS	NS	.08
10. helped friends resolve an argument peacefully?	+	-.21	-.29	-.29	NS	NS	NS
11. helped family members resolve an argument peacefully?	+	-.23	-.29	-.18	NS	NS	NS
12. tried to talk a friend out of getting involved in a physical fight with somebody?	+	-.27	-.17	-.35	NS	NS	NS

TCC Program: n = 173
Control: n = 104
Book: n = 26

NS = Not Significant
E = Direction of Expected Change

How many times **DURING THE PAST 2 MONTHS** have you:	E	Mean Difference			t-tests of differences		
		TCC	Control	Book	TCC/C	TCC/B	B/C
					p<	p<	p<
13. tried to talk a friend out of doing something you know is wrong?	+	-.30	.00	-.06	.03	NS	NS
OVERALL SCORE		-.97	-.67	-.42	NS	NS	NS
DELINQUENT ACTS							
4. stayed away from school for all or part of a day without an excuse?	-	.23	.36	.23	NS	NS	NS
15. damage or destroy property that belonged to another person?	-	-.01	.13	.09	.08	NS	NS
16. drink beer, wine or liquor?	-	.02	.27	.12	.07	NS	NS
17. use cigarettes or chewing tobacco?	-	.03	.32	.18	.06	NS	NS
18. steal or try to steal things worth less than $5?	-	.13	.17	-.06	NS	NS	NS
19. steal or try to steal things worth $5 to $50?	-	.03	.15	.09	NS	NS	NS
20. steal or try to steal things worth $50 or more?	-	.01	.07	.26	NS	.03	.04
21. go out with a group that was planning to fight or break the law?	-	.14	.06	-.12	NS	.09	NS
22. cheat on school tests?	-	.03	.18	.18	NS	NS	NS
23. shout or swear at a teacher or another adult?	-	-.25	-.14	-.03	NS	NS	NS
24. use force or a weapon to get money or things from somebody?	-	-.03	.02	.12	NS	NS	NS
25. illegally avoid paying for such things as movies, bus rides or food?	-	-.05	.03	.12	NS	NS	NS
26. get into a physical fight?	-	-.13	-.12	-.26	NS	NS	NS
27. use a rock, stick or knife to hurt or threaten another person?	-	-.03	-.03	.23	NS	.01	.01

TCC Program:	n = 173
Control:	n = 104
Book:	n = 26

NS = Not Significant
E = Direction of Expected Change

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How many times **DURING THE PAST 2 MONTHS** have you:	**E**	**Mean Difference**			**t-tests of differences**		
		TCC	**Control**	**Book**	**TCC/C**	**TCC/B**	**B/C**
					p<	**p<**	**p<**
28. break into or try to break into a car or building to steal something or just look around?	-	-.02	.11	.21	.09	.06	NS
29. damage public property on purpose, such as school property or a traffic sign?	-	-1.14	-.01	.06	NS	NS	NS
30. get involved in a gang fight?	-	.03	-.06	.00	NS	NS	NS
31. use marijuana?	-	.18	-.08	.15	NS	NS	NS
32. use other illegal drugs such as cocaine, crack, speed, LSD or others?	-	.04	.03	.23	NS	NS	.03
33. steal or try to steal a motor vehicle such as a car or motorcycle?	-	.01	.05	.18	NS	.08	NS
34. lie about your age to gain entrance or purchase something?	-	-.10	-.05	.18	NS	NS	NS
OVERALL SCORE		-.71	1.72	2.03	.03	NS	NS

TCC Program:	n = 173
Control:	n = 104
Book:	n = 26

NS = Not Significant
E = Direction of Expected Change

It should be noted that in spite of the statistically significant increase in smoking among controls, the overall level of smoking was higher among the TCC students on both tests.

Analyzing changes in mean frequency of individual behaviors over time for each group, TCC students had statistically significant changes in seven behaviors, control students in eleven behaviors, and book students in four behaviors. The TCC group exhibited a significant decrease in physical fighting (p<.05), damaging property (p<.06), and shouting and swearing at a teacher or adult (p<.00). However, TCC students were the only group showing a significant increase (p<.04) in going out with a group that was planning to fight or break the law. Both TCC and control group students exhibited significant increase in the mean frequency of three behaviors: more students skipped school, stole things worth less than $5, and used marijuana.

Control group students reported significant increases in the mean frequency of seven delinquent behaviors between the pre- and posttests for which neither the TCC nor book groups showed similar increases. The six behaviors were:

- Damaging another's property (p≤.05).
- Drinking beer, wine or liquor (p≤.01).
- Using cigarettes or chewing tobacco (p≤.01).
- Stealing $5-$50 worth of things (p≤.03).
- Cheating on school tests (p≤.06).
- Breaking into a car/building (p≤.08).

It should be noted that for the first six behaviors that showed significant increases among control students, the posttest mean was still higher among the TCC students.

Both the control and book groups reported significant increases in stealing things worth over $50 between the pre- and posttests. The book group was the only group to exhibit a significant increase in three delinquent behaviors: the use of illegal drugs (p≤.06); the use of a rock, stick, or knife to hurt or threaten someone (p≤.08); and stealing a motor vehicle (p≤.08).

The significance tests to measure differences in pre- to posttest means for the TCC group were run both with and without the New Orleans students. The concern was twofold. First, the urban New Orleans environment is different from that in rural northern Minnesota. Thus, the frequencies within the TCC group might be inflated by including the New Orleans students. Second, as there was no control group for the New Orleans TCC students, between-group differences could also be distorted.

Upon closer examination of the results for each item, only two out of 21 exhibited a change in level of significance over time without the New Orleans students. Excluding the New Orleans students,

- The increased frequency of going out with a group that was planning to fight or break the law reported by the TCC group was no longer significant.
- The decrease in the reported frequency of the TCC group's getting into a physical fight was more significant.

In terms of pre- to posttest change in the aggregated experience, prevention, and delinquency scores, again little difference was found when removing the nine New Orleans students from consideration. With New Orlea included, the average mean difference in overall experience with crime and violence for the TCC group was only .03 more, prevention behavior .06 more, and delinquent behavior .37 less than without them.

Discussion of Results

The findings related to behavior seem to indicate that, over time, all three groups (1) experienced roughly similar levels of crime and violence and (2) engaged in similar frequencies of prevention and conflict resolution behaviors. Thus, participating in TCC did not appear to either lower students' risk or exposure to crime or increase their involvement in crime prevention activities.

It is difficult to postulate why the TCC group decreased their frequencies of prevention behaviors after participating in TCC, since resolving conflict peacefully is such a strong component of the program. Perhaps this concept was not stressed adequately by the TCC teachers. It also could be that TCC students, knowing more about conflict resolution issues, chose not to involve themselves in situations that might increase their risk of conflict—especially if they were a third party to family and friends' conflicts.

It is important to note that the overall level of reported delinquency was much higher among the TCC group than the control group, both before and after participation in TCC. Again the pretest findings were especially surprising, as no discernible differences existed between these two groups in Minnesota, having been assigned randomly by computer.

Recommendations

- Administer the behavioral instrument to all groups of students at some additional point, two to three months after the posttest, to measure any impacts of TCC participation that may not be immediately evident and to determine "staying power" of any reported behavioral changes.
- Revise the wording of certain items to better pinpoint behaviors of interest.
- Consider adding additional items for other delinquent behaviors currently seen among this age group.
- Consider developing a strategy for combining self-report data with other behavioral measures, such as teacher reports and/or school disciplinary actions (times sent to office, detentions, suspensions, expulsions, etc.), perhaps over a longer period of time after TCC participation.
- Possibly eliminate the behavioral items dealing with personal crime/violence experiences, as they did not provide detailed insights into the differences/similarities between groups; TCC does not need to document general status of youth and crime, for its own sake. However, if one goal of TCC is to find out whether TCC has more impact on teens who have or have not experienced certain types of crime, then these questions should be reconsidered and revised.

Summary of Student Post-Program Survey Responses

Summary of Results

A one-page post-program survey comprised of six open-ended questions was used to determine student responses to the program and its various components. (For a copy of the survey instrument, please see Appendix G.) First, students were asked what they liked about TCC as compared to other classes. Speakers were the most frequently given response. That TCC was easy, with little homework, was the second most frequently given answer. The third most common response was that it was fun with a variety of activities (group and interactive). Students felt that TCC was more interesting than their other classes. They also stated that it was more informational and provided valuable information about crime and how to protect yourself. Another reason students liked TCC better than other classes was that they could voice their opinions and talk about issues affecting them. Table 11 summarizes the responses given by students to this question. Note that the response categories are not mutually exclusive; students could list as many things as they wished.

Students were next asked what they liked best about TCC. Table 12 summarizes their specific answers. Overwhelmingly, students again responded that the use of outside speakers was the best feature of TCC. The second most frequent answer was again that TCC was easy, with little or no homework. TCC's use of interactive strategies was the third most frequently liked feature; students enjoyed the in-class discussions, group work, and opportunities for interaction with their peers. Other students liked TCC because they felt it was interesting and provided them the opportunity to learn facts and useful information about crime.

Certain student responses were site-specific based on localized features of implementation. For example, many of the Minnesota students listed the videos and portfolios as their favorite features of TCC while New Orleans students mentioned the skits as being the best.

Such specific TCC assignments as portfolios, presentations, radio commercials, and worksheets were cited by students as the least liked feature of the program. Interestingly, although outside speakers generally were the best liked feature of TCC, when students were asked what they liked least about TCC, certain outside speakers were the second most frequently mentioned feature. Other dislikes were expressed by relatively few students. For a summary of student dislikes, see Table 13.

Table 11. What Students Liked About TCC Compared to Other Classes

Answer	Number of Responses (n=180)
Speakers	51
Easy, not much homework	49
Fun, variety of activities, more active, group and interactive exercises	34
More interesting	33
Informational, learned about crime, how to protect yourself	30
Could voice opinions openly and talk about things that affect us	23
Nothing, less interesting	13
Portfolios, speaking in front of others	5
Something we can do to help the community	2
Other	2
Learned consequences of actions	1
Action project	1

Table 12. Things Students Liked Best About TCC

Answer	Number of Responses (n=180)
Speakers	93
Easy, little or no homework	20
Discussions, group work, interaction	18
Portfolio	14
Interesting, learned facts and useful information about crime	13
Videos	10
Action project/skits	8
Fun, educational activities	8
Got out of regular civics, free periods	4
Specific topics (date rape, shoplifting, drinking, vandalism)	4
Everything	3
Nothing	3
Other	2

Table 13. Things Students Liked Least About TCC

Answer	Number of Responses (n=180)
Certain assignments (general, portfolio, portfolio presentation, speaker summaries, radio commercials, worksheets from book)	62
Certain speakers	61
Videos some outdated	13
Boring, repetitive	11
Liked everything	9
Other (facts not local, book, need more students involved, not enough time on action projects, too short)	9
Tests, surveys, questionnaires	5
Specific topics	3
Disliked everything	2

The next question asked students whether resource people had been used in their class. They were also asked if there had been any they had especially liked and why. Although students frequently felt outside speakers were the best feature of the TCC program, their responses to questions asking specifically about resource people were rather minimal. In part this may be due to a terminology difference; students and their teachers tended to use the term "speakers," while the question used the phrase "outside resource people." Many students did provide specific references to individual resource people, but relatively few indicated why they had liked the person. For specifics by school, see Table 14.

Table 14. Student Reactions to Resource People

Answer	Number of Responses (n=180)
Resource People:	
Nothing	34
Interesting, liked them	14
Learned something from all of them	13
Like fact-based stories	7
Boring	6
All trying to help us, cared enough to give their time	2
Understood what we're trying to do	1
Specific Speakers Mentioned:	
New Orleans	
Macy's security guard	1
Rick Ody	2
Hibbing/Chisholm	
Teen drunk driver	34
Kids from Woodland Hills Correctional Institute	17
Rape expert	6
Law enforcement	3
Glenn Jackola	2
Shoplifting	2
Others (planned parenthood, private investigator, conspiracy lady, social workers)	4

On the post-program survey, TCC students were asked what they had learned from participating in the service project component of the TCC program. As each of the three schools involved in the 1995 evaluation had a different level and type of involvement in service projects, student answers varied greatly by school.

In New Orleans, TCC students wrote and prepared a skit for elementary age students to teach them about child abuse and the hazards of drug use. In addition, each TCC student designed a poster providing anti-child abuse and drug use messages along with specific local telephone numbers of various help lines and agencies providing social services. On the survey, the New Orleans students mentioned the following as things they learned from having done the skit for younger children:

- Helping other people can be fun.
- One person can make a difference.
- Everyone enjoys being together without crime.
- Drugs can lead to death.
- You can protect yourself from crime.
- Crime prevention is possible.
- You need to let someone know if you're being abused.

In Minnesota, one of the local radio stations, WTBX, provided TCC students the opportunity to write crime and crime prevention messages on a different topic weekly. Each week, one message was selected to be aired. The student who wrote the message was taken to the station to record his/her message, which was then broadcast on the radio as a public service announcement. While only a few of the students in the five Hibbing classes made reference to the community benefits of their participation in the project, these comments were nevertheless positive. For example, students listed such things as I learned that "teens can help their community," "I can make a difference," "writing commercials is easy and may have helped some kids learn who were not in the class," "people care what the teens in their community do," and the importance of "getting the message out one way or another." Most of the students, however, tended to highlight various factual information they learned in the process of preparing their announcements, such as "staying away from drugs," "more crime is committed than I'd thought," "how the law works," "how drugs/alcohol affect your life," "learned more about the law," "how to prevent crimes."

The Chisholm TCC teachers did not have their students fully participate in the commercial-writing project with the local radio station; thus, most students responded that they had not done any service project.

The final question asked, "What did you learn about crime and crime prevention that you did not know before this class?" The most frequently given single response was "little" or "nothing." However, most students did feel they had learned things from the class as they listed such responses as "many things," information about the different types of crime/violence and their penalties, facts about crime and its prevalence, crime prevention, consequences of various actions, among others. See Table 15 for specific answers given by students regarding what they learned that was new to them.

Table 15. New Things Learned About Crime and Crime Prevention

Answer	Number of Responses (n=180)
Little or nothing	42
Many things	29
Different types of crime, violence, penalties	19
Facts/statistics, prevalence of crime	17
Prevention, defense	15
Drugs/alcohol, consequences of use	13
Consequences of actions	12
Teens most victimized	10
Juvenile justice and how court system works	9
Judicial system is unfair, messed up	3
How crime affects everyone	2
Other (causes of crime, I have been a victim, victim assistance, planned parenthood, have to watch out for self and others)	5

Discussion of Results

The written post-program survey provided some additional depth of understanding of the impact of TCC on students. However, due to minimal explanations of why students did or did not like something or why they felt a certain way, conclusions are difficult to draw.

Aggregated likes and dislikes of students tend to cancel each other out and make it difficult to determine which responses to consider when improving implementation. For example, large numbers of students said resource people were the best and worst thing about TCC; videos were also liked and not liked about evenly.

The question about what new things had been learned through TCC did provide insight into the kinds of things students felt they had learned that were not directly reflected in the knowledge survey results. For example, students mentioned drug and alcohol use, crime facts, and the consequences of their actions as things they had learned. However, the standarized text-based instrument did not necessarily measure the things students learned from sources other than the text.

IV. Conclusions

Based on the results of the pencil-and-paper surveys, participation in TCC provided students with an increased knowledge of crime, crime prevention, and victimization.*

Student attitudes were not strongly affected by TCC at least in the short-run, although increased overall social bonding to school was evident among participants.**

TCC does appear to have an influence on reducing student involvement in delinquent behaviors. TCC students exhibited an overall decrease in mean frequency of delinquent acts per student over time, while controls increased their level of involvement in delinquent behaviors. TCC seems to slow down increases in some negative behaviors seen among control students, even when it does not stop or reverse the trend completely. Student experience with crime and involvement in preventive behaviors, as measured by the instruments, do not seem affected by TCC participation.

Students who only had access to the TCC textbook and in-class exercises also exhibited gains in knowledge. Attitudes were relatively unaffected, but involvement in certain delinquent behaviors continued to increase.

Overall, given proper implementation, TCC appears to be a promising program in terms of reducing negative behavioral trends among teens. Through TCC, teens learn a great deal about crime and crime prevention; presumably, this increased knowlege will positively affect their choices over the long term, even though short-term impact was fairly minimal as measured in this assessment.

TCC also appears to have potential in improving student attitudes toward school, adults, and the community as well as their responsibility in crime prevention efforts.

TCC can be a valuable addition to a school's overall K-12 prevention efforts, helping reinforce messages received through other programs while providing specific knowledge about crime, victimization, and crime prevention.

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*Teachers whose students used the TCC textbook more extensively exhibited the greatest gains in knowledge on the posttest. Focus groups and open-ended post program survey questions indicated that students generally learned much more about crime and its consequences than the book-based instrument indicated.

**Student attitudes toward adults and authority figures showed movement in a more positive direction; attitudes toward the community and cooperation did not, presumably due to action project weaknesses.

Appendix A
Instrument Revision

Instrument Revision

Based on the recommendations of a 1993 meta-analysis of prior TCC student impact evaluation efforts conducted by the Social Science Education Consortium, the two instruments utilized in the 1992 TCC evaluation were revised. SSEC analyzed each instrument, checking individual questions for relevance, validity, and reliability. The 1992 instruments were revised, as described below, and the draft instruments sent to the TCC National Program Center for review and approval prior to administration. In collaboration with TCC staff, another revision of the instruments to fine tune specific questions occurred. As the time frame was tight, no prior field testing of the revised instruments was possible before actual implementation as part of the 1995 student impact assessment. Therefore, one of the objectives of the impact assessment was to determine the utility of the revised instruments.

The following sections provide specifics concerning the previous instruments and the revision process for each instrument.

Knowledge Instrument

Analysis of Previous Knowledge Instrument

The third edition of the knowledge instrument, used for the 1992 evaluation, included 38 multiple-choice questions. Thirty-three of the questions were designed to measure students' knowledge of specific information provided in the book (generally with three questions per chapter). The remaining five questions were designed to measure general knowledge of crime and were not drawn from any specific chapter.

Overview of Revised Knowledge Instrument

Analyzing the results from the 1992 evaluation indicated that 11 of the 38 questions in the third edition exhibited a ceiling effect, meaning that more than 75 percent of the students gave the correct answer on the pretest. (Note: Of the 11 questions that exhibited a pretest ceiling effect, five were the general knowledge questions.) As such a high percentage of students gave correct answers before exposure to any program content, these 11 questions were determined to not be good indicators of what students could learn from TCC.

Another 11 questions showed no significant difference in the number of students answering correctly between the pre- and posttests. Analysis of each question and the content of the chapters from which they were drawn indicated that some questions were based on relatively minor chapter concepts. These were replaced by questions designed to measure knowledge of more central concepts. Other questions were felt to be poorly worded and were also revised.

A total of 22 questions from the third edition were rewritten and/or replaced. The revised pretest included 30 multiple-choice questions designed to test knowledge of the main concepts of the book. Each question was related to a specific chapter; no general multiple-choice questions were included.

Multiple-choice questions are a frequently used method of assessing student learning due to the relative ease in designing and scoring such questions. However, this method raises concerns about possible variations in student reading levels and competency within classes or between schools; these variations could skew results. Designers of instruments employing multiple-choice questions also must address the issue of the appropriate number of questions at a presumed reading level that can be completed in the allotted time frame.

The SSEC evaluators developed three open-ended questions as an alternative approach to measuring cognitive changes related to the central concepts of TCC. The first open-ended question asked students (1) to look at a drawing in order to identify as many factors as possible increasing a young woman's risk of violent crime and (2) to recommend how she could reduce her level of risk. Peaceful conflict resolution is an important concept of the TCC curriculum. Thus, the second question presented a school-based scenario concerning conflict over a locker and asked students to describe how they would resolve the conflict. Drawing on the TCC concept of crime prevention and the reduction of victimization among teenagers, a third open-ended question was designed to determine students' understanding of the ways in which they can reduce their chances of assault.

Copies of both the 1995 pre- and posttest versions of the knowledge instrument follow.

Attitudinal Instrument

The 1995 version of the student attitudinal survey was developed using both the previous TCC attitudinal instrument from 1992 and various attitudinal instruments used in other youth and delinquency prevention programs assessment and evaluation efforts.

Analysis of the Previous Attitudinal Instrument

The 1992 version of the TCC student attitudinal instrument consisted of 54 items to which students were asked to respond using a Likert scale of 1 to 5. These original items were largely taken from instruments used by Dr. Bob Hunter of the Center for Action Research at the University of Colorado-Boulder in his juvenile delinquency prevention and law-related education evaluation research.

The 54 items comprised seven attitudinal scales. Each item on the previous version was analyzed with respect to relevance and level of significance of pre- to posttest change during the 1992 evaluation. Twenty-nine items were deleted because they showed no significant pre- to posttest differences and were either repetitive or had limited relevance to the anticipated effects of participating in TCC.

The following list of the seven scales from the 1992 attitudinal instrument outlines the original number of items and the number of items deleted and reworded for the 1995 version.

- Commitment to legitimate social norms: 7 items — 6 deleted.
- Attachment to adults/authority figures: 4 items — 1 deleted.
- Involvement in productive activities: 3 items — 2 deleted.
- Belief in ethical rules: 20 items — 12 deleted and 2 reworded.
- Positive self-labeling: 3 items — 3 deleted.
- Helpfulness: 10 items — 3 deleted and 2 reworded.
- Hopefulness: 7 items — 2 deleted and 3 reworded.

Overview of the Revised Attitudinal Instrument

After revision, the 1995 version of the attitudinal instrument consisted of 58 items using Likert scales from "1" to "4," with "1" being strongly disagree and "4" being strongly agree. Of the 58 items, 28 were retained/reworded from the previous version and 33 were new. Many of the new items were adopted from other attitudinal survey instruments, including the Adolescent Health Survey of the National Adolescent Health Resource Center in Minneapolis, Minnesota; the Colorado Student Service Learning Questionnaire; the Individual Protective Factors Index: A Measure of Adolescent Resiliency of EMT Associates in Sacramento, California; and Alan Kazdin's 1985 Hopelessness Scale. A few items were specially designed by SSEC to measure attitudes expected to be affected by the TCC program and its service-learning emphasis. A copy of the revised attitudinal instrument is included in this appendix.

Specifically, the 1995 version was comprised of eight scales designed to look at various resiliency factors:

- Social bonding: School: 11 items.
- Social bonding: Community: 6 items.
- Social bonding: Adults/authority figures: 7 items.
- Social bonding: Prosocial norms: 9 items.
- Personal competence: Self-efficacy: 6 items.
- Personal competence: Self-control: 7 items.
- Personal competence: Hopefulness: 6 items.
- Social competence: Cooperation/contribution: 6 items.

Behavioral Instrument

Analysis of Previous Behavioral Items

During the 1992 evaluation, 22 behavioral self-report items were included as one section of the attitudinal instrument. Students were asked to estimate the number of times they did each of the 22 delinquent behaviors during the previous three months: never, once, 2-3 times, 4-7 times, and 8 or more times.

Overview of New Behavioral Instrument

The behavioral items were revised, expanded, and grouped as a separate two-page self-report instrument for the 1995 evaluation. The behavioral instrument was designed to be administered during the same testing session as the attitudinal instrument.

The revised version of the behavioral instrument had a total of 34 items: 21 dealt with the frequency of students' personal participation in various delinquent actions (questions 4, 15-29); 6 with crime prevention, conflict resolution, and responses to crime (questions 3, 9, 10, 11, 12, 13); and 7 with personal experience with various types of crime and/or violence (questions 1, 2, 5, 6, 7, 8, 14).

Of the 22 delinquency items on the previous version, 12 were used unchanged on the revised version, two were deleted, and the remaining eight were reworded. Fourteen new items were developed to gauge student experience with crime and violence as well as their preventative actions and responses to conflict and crime. The frequency scale for the instrument was modified to provide fewer categories: never, once, 2-3 times, and 4 or more times.

Students were asked to indicate the number of times during the past two months that each of the behaviors had occurred; the previous version asked students to indicate their behaviors over the preceding three months. The period referenced on the instrument was shortened from three to two months for two main reasons. First, the TCC programs involved in the 1994-95 evaluation were only 12 to 15 weeks long. Asking students to answer for the preceding three months would have meant including some actions that occurred before participation in the TCC program and thus would not be valid indicators of behavioral change resulting from TCC. Second, self-reports of behavior over a longer period require an accurate memory; it was felt the responses would be more accurate using a shorter time frame.

TEENS, CRIME, AND THE COMMUNITY

Instructions: The following questionnaire has two parts. You will have the whole class period to complete it.

In the first part, you will be asked to write three paragraphs. The first question asks you to study a picture and write your impressions—you will have three minutes to write. The next two questions each asks you to write a paragraph on a specific topic.

The second part has 30 multiple choice questions. Please read each question carefully and circle the letter which corresponds to the one answer you think is correct.

Please think carefully about teach question and answer each one. You will **NOT** be graded on this.

Thanks for your help!

Your Birthdate: ____________________ Age Today ________

School: ____ Grade: __________

Teacher: ____

Today's Date: _________________________

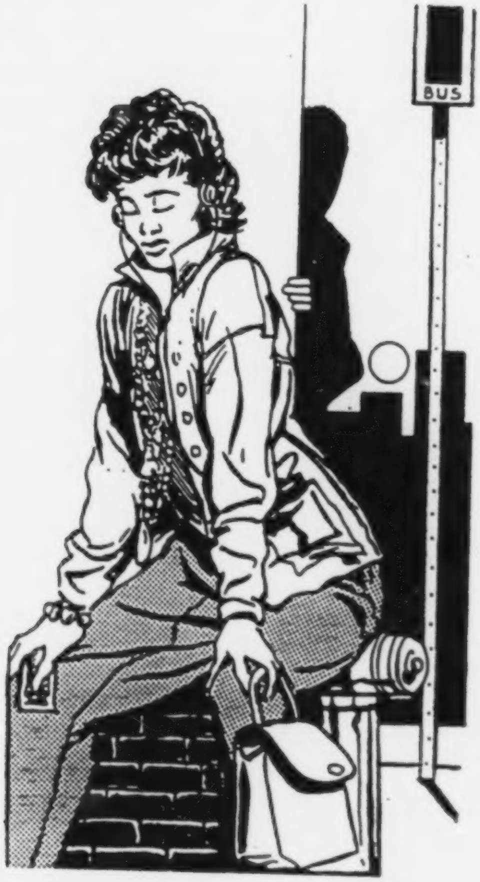
Sex: ___ Female ___ Male

Grade Point Average (or usual grade): _________

Ethnicity:
- ___ White
- ___ African American/Black
- ___ Hispanic/Latino/Chicano
- ___ Native American/American Indian
- ___ Asian
- ___ Other (specify)__________

Student ID:

1. (You have three minutes for this question.) Study the picture. Describe all the things in this picture you see that could put this young woman at risk of violent crime. What could she do to reduce these risks?



[over →]

2. Two of your friends share a locker in your school. They are now having a serious argument because one of them always leaves the locker messy and borrows the other's books without asking for permission. Describe what you would do to help your two friends resolve this conflict.

3. Write a paragraph in which you discuss all the ways you can think of to reduce your chances of being **assaulted** by another person.

4. The age group in which persons are most likely to be victims of crime is
    a. senior citizens (65 years old and over)
    b. middle-aged persons (40-65 years old)
    c. teenagers (12-19 years old)
    d. all age groups are equally likely to be victims of crime

5. Which of the following statements is **true**?
    a. almost all crimes are reported to the police
    b. police can get the facts about a crime only through citizen reports
    c. of people 12 years and older, teens report crime the least often
    d. reporting a crime immediately does not increase the chance of catching the criminal

6. Which of the following statements about the elderly and crime is **false**?
    a. elderly persons (65 and over) are less often victims of crime because they tend to avoid unsafe areas in their communities
    b. elderly persons are less often victims of crime because they stay in their homes more than any other age group
    c. elderly persons fear crime less than other groups because they are less frequently victimized by crime
    d. elderly persons are less often victims of crimes involving theft and violence

7. Which of the following statements about teenagers and crime is **false**?
    a. most violent crimes against 12-15 year olds occur on the street or at parks, playgrounds, and schools
    b. two-thirds of all assaults on teenagers are committed by other teenagers either known or well-known to the victim
    c. teenagers are more likely than other groups to be in places at times, like Friday and Saturday nights, when most crimes are committed
    d. teenagers are less likely than other groups to be in areas where crimes often occur

8. If you are a victim of crime, you should
    a. be willing to accept some of the blame for being victimized
    b. try to stay calm
    c. report the crime if you think it will make a difference
    d. always leave the crime scene as soon as possible

9. A crime victim may feel better if their friend
    a. asks why they put themselves in that position
    b. says, "I'm glad you are safe"
    c. tried to control all their actions
    d. says, "Don't let it bother you."

[over →]

10. The most common type of violent crime is
    a. robbery
    b. arson
    c. assault
    d. murder (homicide)

11. If you think you hear a burglar in your home, you should
    a. find a weapon
    b. avoid the burglar
    c. scare him or her off by yelling out
    d. investigate the noise you heard

12. Which of the following statements about drug use and violent crime is **false**?
    a. the likelihood of a person becoming a crime victim greatly increases when that person uses alcohol and other drugs
    b. there is little, if any, connection between drug use and robberies and burglaries to raise money to pay for drugs
    c. when drug abuse by individuals increases, so does the number and seriousness of their crimes
    d. those who abuse drugs commit up to three times more crime when they are using compared to when they do not use drugs

13. Which of the following is not considered a **property crime**?
    a. signing someone else's name to a check and then cashing it
    b. threatening and then robbing another student of his or her lunch money
    c. accepting items you know or have reason to believe were stolen
    d. making a copy of the latest music cassette for a friend

14. Which of the following statements about vandalism is **false**?
    a. vandals are usually males working in groups
    b. vandalism is often referred to as a "victimless" crime
    c. schools are often targets of vandalism
    d. vandalism is **not** a property crime

15. In which of the following situations may a juvenile (persons under age 18) be treated as an adult?
    a. an older teenager charged with murder
    b. an older teenager is charged with armed robbery
    c. a young teenager charged with theft if she or he has a long record of serious offenses
    d. all of the above
    e. none of the above

16. When does the criminal justice process begin?
    a. when a crime is committed
    b. when a crime is reported
    c. when the criminal is accused of a crime
    d. when the criminal goes to court

17. Which of the following statements about the criminal justice process is **false**?
   a. search warrants must be obtained from the police chief
   b. citizens are protected from unreasonable searches and seizures by the U.S. Constitution
   c. evidence obtained from an unreasonable search cannot be used in a trial
   d. police must advise a suspect about his or her Miranda rights/warnings before he or she is questioned

18. Betsy is trying to help two of her friends resolve a conflict. She should do all of the following except:
   a. identify facts and issues
   b. identify alternative solutions
   c. revise and discuss solutions
   d. quickly decide who is right and take that person's side

19. Which of the following statements about conflict is **false**?
   a. arguments are a type of conflict
   b. conflict is a manageable part of every day life
   c. many violent crimes result from conflicts between people who know one another
   d. confrontation with an armed criminal is not a conflict

20. Which of the following is **not** important in resolving conflicts with another person?
   a. ability to recognize your own and the other person's verbal and non-verbal behaviors that leads to anger
   b. sincere interest in settling the conflict
   c. hearing and understanding the other person's point of view
   d thinking about only one or two possible solutions since more ideas will only confuse the issue

21. Which of the following statements about child abuse is **false**?
   a. child sexual abuse includes incest
   b. about half of child victims of sexual abuse are abused by someone they know
   c. teenagers can be both victims and abusers
   d. abusers sometimes use bribery or threats to get the child to participate

22. Which of the following statements about child abuse is **false**?
   a. alcohol and drug abuse is related to child abuse
   b. the rate of child abuse is increasing in the U.S.
   c. child abuse is usually a "one time" event
   d. a sexually abused child is often told that the sexual touching is done because the older person loves the child
   e. child abuse is often not reported

[over →]

23. Child abuse includes all of the following **except**:
    a. failure to provide adequate food, shelter, or supervision for young children
    b. repeatedly yelling at or insulting a child
    c. physical injury
    d. making a child look at obscene (sexually suggestive) pictures
    e. all of the above are types of child abuse

24. Child and adolescent abuse can be reduced or prevented in which of the following ways?
    a. reporting all cases of known abuse
    b. talking sympathetically with a friend who has been, or is being, abused
    c. getting an abused friend to talk to a counselor or teacher
    d. all the above
    e. a and c above

25. Which of the following statements about rape is **true**?
    a. men cannot be raped
    b. most rapists rape only once
    c. the majority of rapes are reported to the police
    d. most rape is motivated by sexual desire
    e. all the above statements are false

26. A person who has been raped should
    a. shower as soon as possible
    b. destroy all clothing related to the rape
    c. be tested for venereal disease
    d. all the above

27. Which of the following statements is **true**?
    a. a date rape does not need to be reported to the police
    b. using alcohol or other drugs can increase the likelihood of rape
    c. date rape occurs only when the man gets the wrong impression/message from his victim
    d. date rape is not as serious as being raped by a stranger

28. Which of the following statements about rape is **false**?
    a. most rapes are caused by the way a person looks or dresses
    b. most rapes involve a lone victim
    c. most rapes are committed by someone known to the victim
    d. most rapes occur between 6:00 p.m. and 6:00 a.m.

29. A person who has been drinking can **sober** up more quickly by
    a. drinking hot black coffee
    b. taking a cold shower
    c. exercising
    d. all the above can help
    e. none of the above can help

30. Which of the following statements about teenagers' involvement in alcohol-related car crashes is **false**?

a. there is no pattern as to when alcohol-related auto crashes usually occur so prevention is difficult
b. teens are less experienced drivers and use seat belts less often than adults
c. teens are relatively less experienced with using alcohol, which means they often feel and act more intoxicated than their **blood alcohol level** would suggest
d. teens generally weigh less than adults and consuming the same amount of alcohol will usually affect them more than heavier persons

31. Which of the following statements about teens and drunk driving is **true**?

a. young people—as drivers and passengers—are at higher risk than adults of being injured or killed in alcohol-related car crashes
b. alcohol-related car crashes are the leading killers of teenagers in the United States
c. alcohol is the drug most often used and abused by teens
d. all the above are true
e. none of the above are true

32. Which of the following statements about shoplifting is **false**?

a. thefts valued at more than $100 are usually called **grand larceny**
b. needy or desperate people—those who steal because they need food or other items—account for more than half of all shoplifting in the United States
c. two-thirds of retail store operators in the United States (Walmart, for example) view teenagers as the group most likely to shoplift
d. most shoplifters are amateurs who steal often from stores where they regularly shop

33. Lucy stole a pack of candy bars from a drug store near her house. Which of the following statements about Lucy's behavior is **true**:

a. she has committed **grand larceny**
b. she probably never shopped at that store before she shoplifted there
c. her stealing will **not** increase the prices other customers pay in that store
d. Lucy probably stole the candy bars "on a dare," "for a thrill" or a "spur of moment decision."

TEENS, CRIME, AND THE COMMUNITY

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The second part has 30 multiple choice questions. Please read each question carefully and circle the letter which corresponds to the one answer you think is correct.

Please think carefully about teach question and answer each one. You will NOT be graded on this.

Thanks for your help!

Your Birthdate: ____________________ Age Today ________

School: ____ Grade: __________

Teacher: ____

Today's Date: _________________________

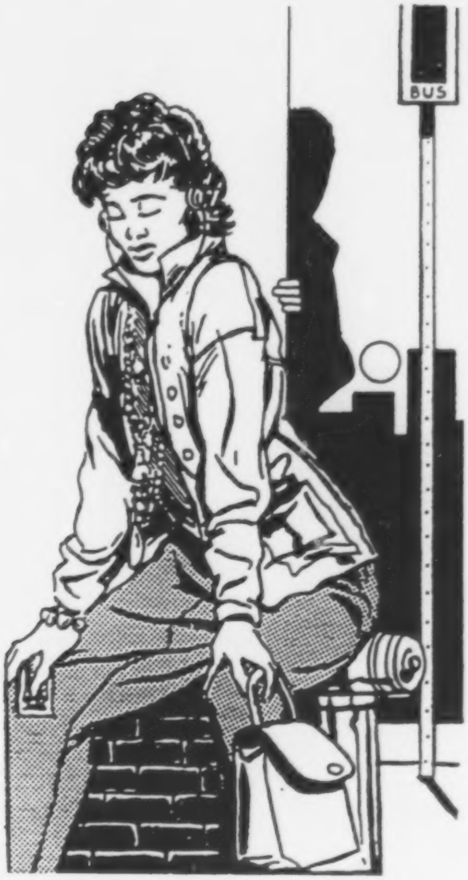
Sex: ___ Female ___ Male

Grade Point Average (or usual grade): _________

Ethnicity:
- ___ White
- ___ African American/Black
- ___ Hispanic/Latino/Chicano
- ___ Native American/American Indian
- ___ Asian
- ___ Other (specify)_________

Student ID:

1. (You have three minutes for this question.) Study the picture. Describe all the things in this picture you see that could put this young woman at risk of violent crime. What could she do to reduce these risks?



[over →→→]

2. Two of your friends share a locker in your school. They are now having a serious argument because one of them always leaves the locker messy and borrows the other's books without asking for permission. Describe what you would do to help your two friends resolve this conflict.

3. Write a paragraph in which you discuss all the ways you can think of to reduce your chances of being **assaulted** by another person.

For Questions 4-33, please choose one response per question.

4. The age group in which persons are most likely to be victims of crime is
   a. senior citizens (65 years old and over)
   b. middle-aged persons (40-65 years old)
   c. teenagers (12-19 years old)
   d. all age groups are equally likely to be victims of crime

5. Which of the following statements is **true**?
   a. Almost all crimes are reported to the police.
   b. Police can get the facts about a crime only through citizen reports.
   c. Of people 12 years and older, teens report crime the least often.
   d. Reporting a crime immediately does not increase the chance of catching the criminal.

6. Which of the following statements about the elderly and crime is **false**?
   a. Elderly persons (65 and over) are less often victims of crime because they tend to avoid unsafe areas in their communities.
   b. Elderly persons are less often victims of crime because they stay in their homes more than any other age group.
   c. Elderly persons fear crime less than other groups because they are less frequently victimized by crime.
   d. Elderly persons are less often victims of crimes involving theft and violence.

7. Which of the following statements about teenagers and crime is **false**?
   a. Most violent crimes against 12-15 year olds occur on the street or at parks, playgrounds, and schools.
   b. Two-thirds of all assaults on teenagers are committed by other teenagers either known or well-known to the victim.
   c. Teenagers are more likely than other groups to be in places at times, like Friday and Saturday nights, when most crimes are committed.
   d. Teenagers are less likely than other groups to be in areas where crimes often occur.

8. If you are a victim of crime, you should
   a. be willing to accept some of the blame for being victimized
   b. try to stay calm
   c. report the crime if you think it will make a difference
   d. always leave the crime scene as soon as possible

9. Which of the following is the best thing you could say to a friend who is a crime victim to help them feel better?
   a. "I understand how you are feeling."
   b. "I'm glad you are safe."
   c. "I will help you get even."
   d. "Don't let it bother you."

[over →→]

10. The most common type of violent crime is
    a. robbery
    b. arson
    c. assault
    d. murder (homicide)

11. If you think you hear a burglar in your home, you should
    a. find a weapon
    b. avoid the burglar
    c. scare him or her off by yelling out
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12. Which of the following statements about drug use and violent crime is **false**?
    a. The likelihood of a person becoming a crime victim greatly increases when that person uses alcohol and other drugs.
    b. There is little, if any, connection between drug use and robberies and burglaries to raise money to pay for drugs.
    c. When drug abuse by individuals increases, so does the number and seriousness of their crimes.
    d. Those who abuse drugs commit up to three times more crime when they are using compared to when they do not use drugs.

13. Which of the following is not considered a **property crime**?
    a. signing someone else's name to a check and then cashing it
    b. threatening and then robbing another student of his or her lunch money
    c. accepting items you know or have reason to believe were stolen
    d. making a copy of the latest music cassette for a friend

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    b. Vandalism is often referred to as a "victimless" crime.
    c. Schools are often targets of vandalism.
    d. Vandalism is **not** a property crime.

15. In which of the following situations may a juvenile (persons under age 18) be treated as an adult?
    a. An older teenager charged with murder.
    b. An older teenager is charged with armed robbery.
    c. A young teenager charged with theft if she or he has a long record of serious offenses.
    d. all of the above
    e. none of the above

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    a. When a crime is committed.
    b. When a crime is reported.
    c. When the criminal is accused of a crime.
    d. When the criminal goes to court.

17. Which of the following statements about the criminal justice process is **false**?
   a. Search warrants must be obtained from the police chief.
   b. Citizens are protected from unreasonable searches and seizures by the U.S. Constitution.
   c. Evidence obtained from an unreasonable search cannot be used in a trial.
   d. Police must advise a suspect about his or her Miranda rights/warnings before he or she is questioned.

18. Betsy is trying to help two of her friends resolve a conflict. She should do all of the following except:
   a. identify alternative solutions
   b. choose the best solution
   c. identify facts and issues
   d. revise and discuss solutions

19. Which of the following statements about conflict is **false**?
   a. Arguments are a type of conflict.
   b. Conflict is a manageable part of every day life.
   c. Many violent crimes result from conflicts between people who know one another.
   d. Confrontation with an armed criminal is not a conflict.

20. Which of the following is **not** important in resolving conflicts with another person?
   a. Ability to recognize your own and the other person's verbal and non-verbal behaviors that leads to anger.
   b. Sincere interest in settling the conflict.
   c. Hearing and understanding the other person's point of view.
   d Thinking about only one or two possible solutions since more ideas will only confuse the issue.

21. Which of the following statements about child abuse is **false**?
   a. Child sexual abuse includes incest.
   b. About half of child victims of sexual abuse are abused by someone they know.
   c. Teenagers can be both victims and abusers.
   d. Abusers sometimes use bribery or threats to get the child to participate.

22. Which of the following statements about child abuse is **false**?
   a. Alcohol and drug abuse is related to child abuse.
   b. The rate of child abuse is increasing in the U.S.
   c. Emotional abuse is more likely to be reported than other forms of abuse.
   d. Child abuse is usually limited to low-income groups.

[over →]

23. Child abuse includes all of the following **except**:
    a. failure to provide adequate supervision for young children
    b. repeatedly yelling at a child
    c. light spanking as a punishment
    d. persuading a child to look at obscene (sexually suggestive) pictures
    e. all of the above are types of child abuse

24. Child and adolescent abuse can be reduced or prevented in which of the following ways?
    a. reporting all cases of known abuse
    b. talking sympathetically with a friend who has been, or is being, abused
    c. getting an abused friend to talk to a counselor or teacher
    d. all the above
    e. a and c above

25. Which of the following statements about rape is **true**?
    a. Men cannot be raped.
    b. Most rapists rape only once.
    c. The majority of rapes are reported to the police.
    d. Most rape is motivated by sexual desire.
    e. All the above statements are false.

26. A person who has been raped should
    a. shower as soon as possible
    b. destroy all clothing related to the rape
    c. be tested for venereal disease
    d. all the above

27. Which of the following statements is **true**?
    a. A date rape is more frequently reported to the police than other forms of rape.
    b. Using alcohol or other drugs can increase the likelihood of rape.
    c. Date rape occurs only when the man gets the wrong impression/message from his victim.
    d. Date rape is less serious than being raped by a stranger.

28. Which of the following statements about rape is **false**?
    a. Most rapes are caused by the way a person looks or dresses.
    b. Most rapes involve a lone victim.
    c. Most rapes are committed by someone known to the victim.
    d. Most rapes occur between 6:00 p.m. and 6:00 a.m.

29. A person who has been drinking can sober up more quickly by
    a. drinking hot black coffee
    b. taking a cold shower
    c. exercising
    d. all the above can help
    e. none of the above can help

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30. Which of the following statements about teenagers' involvement in alcohol-related car crashes is **false**?

a. There is no pattern as to when alcohol-related auto crashes usually occur so prevention is difficult.
b. Teens are less experienced drivers and use seat belts less often than adults.
c. Teens are relatively less experienced with using alcohol, which means they often feel and act more intoxicated than their **blood alcohol level** would suggest.
d. Teens generally weigh less than adults and consuming the same amount of alcohol will usually affect them more than heavier persons.

31. Which of the following statements about teens and drunk driving is **true**?

a. Young people—as drivers and passengers—are at higher risk than adults of being injured or killed in alcohol-related car crashes.
b. Alcohol-related car crashes are the leading killers of teenagers in the United States.
c. Alcohol is the drug most often used and abused by teens.
d. all the above are true
e. none of the above are true

32. Which of the following statements about shoplifting is **false**?

a. Thefts valued at more than $100 are usually called **grand larceny**.
b. Needy or desperate people—those who steal because they need food or other items—account for more than half of all shoplifting in the United States.
c. Two-thirds of retail store operators in the United States (Walmart, for example) view teenagers as the group most likely to shoplift.
d. Most shoplifters are amateurs who steal often from stores where they regularly shop.

33. Lucy stole a pack of candy bars from her neighborhood drug store. Which of the following statements about Lucy's behavior is **true**:

a. She has committed **grand larceny**.
b. Lucy probably stole the candy bars "on a dare," "for a thrill" or a "spur of moment decision."
c. Her stealing a low priced item will not affect the prices other customers pay in that store.
d. She is less likely to be caught stealing than if she was a store employee.

[over →→]

TEENS, CRIME, AND THE COMMUNITY
PRE-SURVEY

Instructions: We are interested in finding out about how youth your age feel about things. We also are interested top know the kinds of things that happen to youth in their everyday lives and how they react to these things. Your responses to this survey will NOT be graded. There are no right or wrong answers - we just want to find out about how kids your age think.

This form has two parts. In the first, there are questions about things that have happened to you in the past 2 months. We need you to be really honest with us about your answers. Some of the questions ask you to tell about how many times you have done something that you might not want other people to know about. For example, some questions ask how often you have used alcohol or stolen something. These are very personal questions, but it is important that we find out the kinds of things that are happening to kids your age.

In the second section, there are a series of statements - we want to know how you react to each one of them. For each statement, we want to know whether you agree or disagree with what is said. We need you to be really honest with us about your answers and circle the number which best corresponds to how you feel.

Your answers to this survey are completely PRIVATE. That means that they won't be seen by your teachers and your name will not be connected with any of your answers. When you finish answering the questions, please put the form in the envelope provided and seal it shut.

Please think carefully about each question and answer each honestly.

Thanks for your help!

Your Birthdate: ____________________ Age Today ________

School: ______________________________________ Grade: __________

Teacher: ____

Today's Date: ___________________________

Sex: ___ Female ___ Male

Ethnicity:
____ White
____ African American/Black
____ Hispanic/Latino/Chicano
____ Native American/American Indian
____ Asian
____ Other (specify)__________

Student ID:

For the events listed below, please give your best estimate of the number of times each event has happened to you **DURING THE PAST 2 MONTHS** by putting a checkmark in the appropriate box.

How many times **DURING THE PAST 2 MONTHS** did you:	Never	Once	2-3 Times	4+ Times
1. been threatened by another student?				
2. had something stolen that belongs to you?				
3. reported something of yours stolen to the principal or a teacher?				
4. stayed away from school for all or part of a day without an excuse?				
5. felt afraid at school?				
6. been physically assaulted by an adult?				
7. seen somebody physically assaulted by another teenager?				
8. witnessed a crime in your neighborhood?				
9. reported a crime to the police?				
10. helped friends resolve an argument peacefully?				
11. helped family members resolve an argument peacefully?				
12. tried to talk a friend out of getting involved in a physical fight with somebody?				
13. tried to talk a friend out of doing something you know is wrong?				
14. Have you been the victim of any other crimes in the past month? Please list and indicate how often. a. b.				

[over →→]

For each of the behaviors listed below, please give your best estimate of the number of times you did each **DURING THE PAST 2 MONTHS** by putting a checkmark in the appropriate box.

How many times **DURING THE PAST 2 MONTHS** did you:	Never	Once	2-3 Times	4+ Times
15. damage or destroy property that belonged to another person?				
16. drink beer, wine or liquor?				
17. use cigarettes or chewing tobacco?				
18. steal or try to steal things worth less than $5?				
19. steal or try to steal things worth $5 to $50?				
20. steal or try to steal things worth $50 or more?				
21. go out with a group that was planning to fight or break the law?				
22. cheat on school tests?				
23. shout or swear at a teacher or another adult?				
24. use force or a weapon to get money or things from somebody?				
25. illegally avoid paying for such things as movies, bus rides or food?				
26. get into a physical fight?				
27. use a rock, stick or knife to hurt or threaten another person?				
28. break into or try to break into a car or building to steal something or just look around?				
29. damage public property on purpose, such as school property or a traffic sign?				
30. get involved in a gang fight?				
31. use marijuana?				
32. use other illegal drugs such as cocaine, crack, speed, LSD or others?				
33. steal or try to steal a motor vehicle such as a car or motor cycle?				
34. lie about your age to gain entrance or purchase something? For example, lying about your age to buy liquor or get into a movie.				

	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
1. Things I learn in class are really helpful to me.	1	2	3	4
2. People only help others when they think they are going to get something out of it.	1	2	3	4
3. If I disagree with a friend, I tell them.	1	2	3	4
4. I value being a member of a team.	1	2	3	4
5. It's OK to lie if it keeps your friends from getting into trouble with the law.	1	2	3	4
6. Every time I try to get ahead, something or someone stops me.	1	2	3	4
7. It's OK for me to take and keep things that people leave laying around.	1	2	3	4
8. When I grow up I think I will be happier than I am now.	1	2	3	4
9. I have difficulty controlling my anger.	1	2	3	4
10. My teachers grade fairly.	1	2	3	4
11. It feels good to do something without expecting anything in return.	1	2	3	4
12. Police view teens with suspicion.	1	2	3	4
13. A lot of days I would rather not go to school.	1	2	3	4
14. No matter what I try, I can't make things better for myself.	1	2	3	4
15. In order for my friends to like me, it is sometimes necessary to beat up other people.	1	2	3	4
16. There's not much I can do to change this community.	1	2	3	4
17. Teenagers are usually viewed as the problem, not part of the solution.	1	2	3	4
18. It is my responsibility to so something about problems in our community.	1	2	3	4
19. My teachers care about me as a person.	1	2	3	4

[over →→→]

	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
20. I have a lot of respect for the police in this city.	1	2	3	4
21. Police try to give all kids a break.	1	2	3	4
22. My involvement in the community improves others lives.	1	2	3	4
23. Police generally have a good reason when they stop somebody.	1	2	3	4
24. I don't like to work unless I get paid for it.	1	2	3	4
25. I can think of many ways to get things in life that are most important to me.	1	2	3	4
26. I can usually avoid a physical fight by talking through the problem.	1	2	3	4
27. I go after my goals.	1	2	3	4
28. My teachers try to get me interested and involved in my classes.	1	2	3	4
29. Adults generally listen to me when I offer an idea.	1	2	3	4
30. It is important to think before you act.	1	2	3	4
31. Judges in our courts try to be fair to people.	1	2	3	4
32. I try to do well in school.	1	2	3	4
33. It is more important to play fair than to win.	1	2	3	4
34. I can usually help others avoid physically fighting by talking with them.	1	2	3	4
35. My teachers go out of their way to help me.	1	2	3	4
36. The rules in my classes apply the same to all students.	1	2	3	4
37. Most things that kids do to get into trouble with the law really don't hurt anyone.	1	2	3	4
38. I have to be willing to break some rules if I want to be popular with my friends.	1	2	3	4
39. Other people decide what happens to me.	1	2	3	4
40. Taking things from big department stores and supermarkets doesn't hurt anyone.	1	2	3	4

	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
41. I am responsible for what happens to me.	1	2	3	4
42. It's OK for me to threaten someone to get them to do what I want.	1	2	3	4
43. Good luck is more important than hard work for success.	1	2	3	4
44. Adults don't give me credit for being as capable as I am.	1	2	3	4
45. If you work hard, you will get what you want.	1	2	3	4
46. Sometimes you have to physically fight to settle an argument.	1	2	3	4
47. Teenagers can make a difference in improving their community.	1	2	3	4
48. When I am really mad, I act before I think.	1	2	3	4
49. It is alright for me to fight with someone if they start it.	1	2	3	4
50. When other students speak in class, they say something worthwhile.	1	2	3	4
51. No matter how difficult a problem I face, I know I can find a way to solve it.	1	2	3	4
52. I have definite goals for myself.	1	2	3	4
53. School is a waste of time.	1	2	3	4
54. I always like to do my part.	1	2	3	4
55. If you don't look out for yourself, no one else will.	1	2	3	4
56. I try to come to class prepared to participate in classroom exercises or discussions.	1	2	3	4
57. I often think about how my actions affect other people.	1	2	3	4
58. I do not do things I consider wrong, even if my friends want me to.	1	2	3	4

Appendix B
Analytical Methodology

Analytical Methodology

Data Coding and Entry

SSEC staff developed an SPSS database for each of the three student impact instruments. Each database consisted of a series of variables and their range of possible responses corresponding to each item on the instruments. All student pretest instruments were coded by SSEC staff and the data entered into the appropriate SPSS database. For students who did not provide an actual identification number, their birthdate was used as their ID number. Any items that were left blank or could not be read were labeled as "missing" data.

After the data from all completed forms were entered, a preliminary statistical analysis was run to get a general idea of how students were responding to various questions, both overall and by teacher. All items on each of the three instruments were analyzed individually to determine the statistical significance of pre- to posttest differences in reported frequencies of occurrence: (1) within a given group (i.e., TCC, book, or control) and (2) between comparison groups (i.e., TCC - control, TCC - book, or book - control).

Attitudinal and behavioral items were also analyzed for within group and between group differences aggregated by scale. T-tests of related samples were run using SPSS to determine within group differences in mean frequency of behaviors over time. T-tests of independent samples were run to determine mean differences between groups (TCC - control, TCC - book, and book - control). (See below for more complete description of t-tests.)

Two instruments required additional coding procedures before any analyses could be run. Responses to the knowledge questions were recoded so that a correct answer was coded a "1"; any other answer was coded a "0". The number of correct answers given by students was calculated for each question. Then, the mean number of correct answers was calculated for each group of students (TCC, control, and book) on both the pretest and posttest. The number of correct answers on the pre- and posttests were compared and the difference calculated.

Student responses to the three open-ended knowledge questions were coded separately by content and overall impression of quality. For content, a numeric code was assigned for each possible answer to the questions, up to a maximum of six possible answers for the first question, four for the second, and three for the third. To assess quality, pre- and posttest answers were compared and given an overall rating of "=," " -," or "+." An "=" indicated the student provided a similar answer on the pre- and posttests in terms of overall quality and approximate number of responses, indicating little observed change in knowledge; "-" signified a less complete answer and "+" a more informed answer.

For the attitudinal test, any item worded in a "socially undesirable" or negative way was recoded as if the question had been worded positively. Thus a "4" meaning "strongly agree" was recoded a "1" for "strongly disagree," a "3" meaning agree became a "2 " for disagree, etc. Thus, the Likert scales for each item were comparable and aggregation by scale was possible.

SSEC staff coded all student posttest instruments in the same way and entered the data into the SPSS databases. For students who did not provide an actual identification number, their birthdate was used as their ID number. Student identification numbers for the pre- and posttests were run and matched manually. Students who did not have both a pre- and posttest listed were assessed individually to see if match-ups could be made using the ID number, birthdate, and teacher.

Students who could not be matched were assumed to have completed only one of the two tests and were deleted from the analyses. Data frequencies were run for each variable to insure that all entered data corresponded with the appropriate possible responses for each variable. In other words, a "5" for the gender variable was known to be incorrect as the only two possible answers were a "1" for female and a "2" for male. Incorrect responses were checked with the actual instrument or entered as missing data.

Statistical Tests Used

Tests of statistical significance were used in this evaluation for two purposes: (1) to determine if the mean on the posttest was significantly different from the mean on the pretest and (2) to assess whether the mean difference between the pre- and posttests for any one group was significantly different from the mean difference of another group.

Tests of significance have to do with whether an observed difference is probably real or whether it is probably attributable to chance variations that routinely occur when samples are selected. The criterion for selecting the appropriate level of significance for a specific research study is the degree of the consequence of making either a Type I (rejecting a true hypothesis) or Type II error (failing to reject a false hypothesis). Thus, the area of research and the characteristics of the specific study should be considered. There has been a tendency in behavioral research to guard against making a Type I error. According to Hinkle et al. (1979:193), the case can be made that this tendency has resulted in setting significance levels that are too conservative. Although providing insurance against making a Type I error, the use of a conservative level of significance increases the probability of making a Type II error. The latter may be more serious in a study when the conclusion is that there is no effect when, in fact, there is an effect.

When the probability level reaches the .05 level of significance ($p \leq .05$), it means that the odds are at least 95 out of 100 that the finding is not due to sampling error. Researchers are even more pleased when the probability level reaches 99 out of 100, the .01 level of significance ($p \leq .01$). According to Charles (1995), there is no good reason to say that the .05 probability level is good whereas the .06 level is not. It is simply that the .05 and .01 levels provide high degrees of certainty and they are the levels by which researchers have generally agreed to abide. However, Hinkle et al. (1979) advise that the level of significance must be considered along with statistical precision in discussion of the statistical significance and the practical importance of the difference.

Table B-1 details which statistical tests were used with each instrument. A description of each test follows.

Table B-1. Tests Used in the Data Analysis

Test	**t-tests—related samples**	**t-tests—independent samples**	**One-Way ANOVA**	**Scheffe**	**Cronbach**	**McNemar**
Knowledge		X				X
Attitude	X	X	X	X	X	
Behavior	X	X	X	X		

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Difference Between Means (t-Tests)

For the purposes of this evaluation, we have called a difference in means "significant" if ($p \leq .09$) in order to show trends and possible areas of significant change that just missed qualifying as "significant" at the usual $p \leq .05$ level due to some combination of the quality of the instruments, samples, or implementation at the three sites.

When comparing differences in means between the pre- and posttest for any one group, a related-sample t-test procedure was used. The two related samples test is used when examining changes over time in subjects. As the same subjects are measured twice over time, the scores for each are not independent. When comparing the mean difference between two groups, an independent-sample t-test was used. The logic of testing hypotheses and estimating parameters for the two independent samples case is exactly the same as for the two related samples case. It is based upon sampling and probability theory and considers differences between two statistics rather than the value of a single statistic. Two-sample t-tests assume homogeneity of variance and the independence of the samples. The hypothesis being tested is that the mean of one group is the same as the mean for another group. When testing the difference among means of more than two samples, a One-Way Analysis of Variance test is generally used.

One-Way Analysis of Variance (ANOVA)

It is often necessary to compare the means of several independent samples and, based on them, draw conclusions about the populations from which they were selected. For example, some students receive the full TCC program, others only read the TCC book, and a third group receives Minnesota history. You want to see if student behavior changes as a result of which class students have, by asking, "Is the average number of times students report stealing or attempting to steal over $50 the same?" You want to test the null hypothesis that all three groups steal $50+ at the same frequency. Thus, the alternate hypothesis is that all three groups do not steal $50+ at the same frequency.

The statistical technique used to test the null hypothesis that the three population means are equal is called analysis of variance (ANOVA). The technique examines the variability of the observations within each group as well as the variability between group means. Based on these two estimates of variability, conclusions can be drawn about the population means. Since only one variable is used to classify cases into different groups, the One-Way ANOVA procedure is used. The One-Way ANOVA procedure can only be used when the groups are independent and the variances of the groups are equal.

The Levine Test is used to test the null hypothesis that the groups come from populations with the same variance. If the observed significance level is small, the null hypothesis that all variances are equal is rejected. If the significance level is large, the null hypothesis is not rejected, meaning that there is not sufficient evidence to suspect that the variances are unequal. Therefore, a One-Way ANOVA can be used.

A significant F value tells only that the population means are not all equal. It does not indicate which pairs of groups appear to have different means. The null hypothesis that all population means are equal if any two means are unequal. To determine which means are significantly different from each other, a multiple comparison procedure is used.

A comparison of all possible pairs using a t-test is not always advisable because, as the number of comparisons made increases, so does the probability that one comparison will turn out to be statistically significant. By adjusting for the number of comparisons being made, multiple comparison procedures provide protection from calling too many differences significant. One of the simplest of these procedures is the Bonferroni test. It adjusts the observed significance level based on the number of comparisons you are making. For example, if you are making five comparisons, the observed significance level for the original comparison must be less then .05/5, or .01, for the difference to be significant.

However, Blalock (1960) purports that instead of doing a One-Way ANOVA to test the difference among the means of three groups, three separate pair-by-pair comparisons could have been made. ANOVA offers a single test of whether or not all three types differ significantly among themselves or, in other words, whether they could have come from the same population. The advantage of ANOVA is that a single test can be used in place of many.

It should not be concluded, according to Blalock (1960:252), that ANOVA "is not always preferable to a series of difference of means tests. The latter tests, when used cautiously, may yield considerably more information....Generally, it would seem that the more knowledge we have for predicting the relative magnitude and/or directions of differences, the more likely it is that separate difference-of-means tests will be appropriate." ANOVA seems more useful on the exploratory level.

It should be noted that for comparisons with two cases, the same conclusions would be reached using either a difference-of-means test or ANOVA; ANOVA is actually an extension of the difference-of-means test.

For the purposes of this evaluation, the decision was made not to report the ANOVA F-values for each item. ANOVA was run and for most items showed no significant differences between any groups. The multiple t-test comparisons yielded more information about trends between the groups and accordingly have been used in the summary tables.

Scheffe Test

An ANOVA only establishes that differences exist between two or more groups. However, it does not indicate which pairs are not equal. For example, if ANOVA indicated that the difference between the TCC, control, and book groups on the knowledge change was significant, we still would not know which groups were significantly different: is it TCC and control? Book and control? or TCC and book? To determine which means differ significantly, a post hoc multiple comparison procedure must be used. Post hoc multiple comparisons tests maintain the Type I error rate and make all possible comparisons of the differences among the group means.

Several post hoc multiple comparison procedures exist, including those of Scheffe, Bonferroni, Tukeys, and Newman-Keuls. Scheffe's procedure was selected even though it was known to be conservative in its comparisons of means and to require larger differences between means for significance than other multiple comparison tests. However, Scheffe's test is used when there are large differences in the number of cases in each of the groups being compared; the TCC group had 180 cases, the control group 106 cases, and the book group 28 cases.

Cronbach's Alpha Coefficient

Cronbach's alpha was used to measure the internal consistency of a given scale: do the items for each scale measure the same underlying variables? Cronbach's alpha refers to the tendency of different items to elicit the same attitude from any given respondent on a single administration of the instrument. Alpha coefficients closer to 1.00 show higher levels of intercorrelation between items. The rule of thumb is that alpha coefficients under .70 indicate lower levels of reliability; such scales should be revised to try to increase the alpha level prior to subsequent use of the scale.

Table B-2 provides the Cronbach's alpha coefficient reliability for each of the eight attitudinal scales.

Table B-2. Attitudinal Scale Reliabilities

Scale	No. of Items	Cronbach's Alpha	
		Pre-Test	Post-Test
Social Bonding: School	11	.80	.72
Social Bonding: Community	6	.67	.69
Social Bonding: Adults	7	.70	.75
Social Bonding: Prosocial Norms	9	.78	.82
Personal Competence: Self-Efficacy	6	.43	.57
Personal Competence: Self-Control	6	.62	.59
Personal Competence: Hopefulness	6	.63	.64
Social Competence: Cooperation	6	.43	.55

Six of the eight scales had alpha coefficients near or over .70. Only the self-efficacy and cooperation scales had relatively low reliabilities, and revision before subsequent use should be considered. As most of the scales appear to measure unidimensional concepts, pre- to posttest differences can be analyzed by scale.

McNemar Test

McNemar tests of two related samples using nonparametric data were run to determine the statistical significance of the pre/posttest knowledge differences for each group. Nonparametric data is data that is not assumed to be distributed on a normal curve.

McNemar tests examine cases with different values for two dichotomous variables. Pairs of variables being tested must be coded with the same two values, in this case "0" and "1." McNemar tests the hypothesis that both combinations of different values are equally likely. McNemar produces a 2 x 2 table for each pair of variables. If fewer than 25 cases have different values for the two variables, the binomial distribution is used to compute the significance level.

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Appendix C
Data Tables: Multiple-Choice Knowledge Questions

Table C-1. Mean Number of Correct Multiple-Choice Answers by Teacher

Mean Number Correct Answers by Teacher				
Site	**Pretest**	**Posttest**	**p≤**	**n=**
TCC				114
Hibbing	11.51	15.11	.000	38
Chisholm 1	10.58	9.87	.009	19
Chisholm 2	12.74	13.26	.000	
Rabouin	9.78	10.56	NS	9
Book				
Hibbing	11.29	13.57	.000	28
Control				
Hibbing	12.56	13.02	.000	106

Table C-2. Teens, Crime, and the Community Knowledge Instrument Disaggregated Pre- and Posttest Comparison

4.33		Hibbing						Chisholm				Rabouin			
		DeLaPointe (control)		**Kantack (book only)**		**Ricker (full program)**		**Tahija (full program)**		**Opack (full program)**		**Fernon (full program)**		**Saunders (control)**	
		Pre	**Post**	**Pre**	**Post**	**Pre**	**Post**	**Pre**	**Post**	**Pre**	**Post**	**Pre**	**Post**	**Pre**	**Post**
a	No.	10	16	1	1	14	2	4	3	4	1	1	1	0	—
	%	9.4	15.2	3.6	3.6	12.4	1.8	10.8	7.9	21.1	5.3	11.1	12.5	0	—
b	No.	3	3	1	2	2	4	1	1	1	0	0	0	3	—
	%	2.8	2.9	3.6	7.1	1.8	3.5	2.7	2.6	5.3	0.0	0.0	0.0	6.0	—
c	No.	29	30	7	19	29	94	6	21	2	14	3	6	15	—
	%	27.4	28.6	25.0	67.9	25.7	83.2	16.2	55.3	10.5	73.7	33.3	75.0	30.0	—
d	No.	64	56	19	6	68	13	26	13	12	4	5	1	32	—
	%	60.4	53.3	67.9	21.4	60.2	11.5	70.3	34.2	63.2	21.1	55.6	12.5	64.0	—
n =		106	105	28	28	113	113	37	38	19	19	9	8	50	—

The age group in which persons are most likely to be victims of crime is

a. senior citizens (65 years old and over)
b. middle-aged persons (40-65 years old)
c. teenagers (12-19 years old)
d. all age groups are equally likely to be victims of crime

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Table C-2 page 2

Teens, Crime, and the Community Knowledge Instrument
Disaggregated Pre- and Posttest Comparison

5.32		Hibbing						Chisholm				Rabouin			
		DeLaPointe (control)		Kantack (book only)		Ricker (full program)		Tahija (full program)		Opack (full program)		Fernon (full program)		Saunders (control)	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
a	No.	6	4	6	2	15	6	6	1	2	0	2	1	15	—
	%	5.7	3.9	21.4	7.1	13.2	5.4	16.7	2.6	10.5	0.0	22.2	11.1	30.0	—
b	No.	17	14	4	3	18	7	4	7	1	4	0	0	7	—
	%	16.0	13.7	14.3	10.7	15.8	6.3	11.1	18.4	5.3	21.1	0.0	0.0	14.0	—
c	No.	73	79	16	21	67	94	22	22	13	15	5	7	12	—
	%	68.9	77.5	57.1	75.0	58.8	83.9	61.1	57.9	68.4	78.9	55.6	77.8	24.0	—
d	No.	10	5	2	2	14	5	4	8	3	0	2	1	16	—
	%	9.4	4.9	7.1	7.1	12.3	4.5	11.1	21.1	15.8	0.0	22.2	11.1	32.0	—
n =		106	102	28	28	114	112	36	38	19	19	9	9	50	—

Which of the following statements is **true**?

a. Almost all crimes are reported to the police.
b. Police can get the facts about a crime only through citizen reports.
c. Of people 12 years and older, teens report crime the least often.
d. Reporting a crime immediately does not increase the chance of catching the criminal.

Table C-2 page 3

Teens, Crime, and the Community Knowledge Instrument
Disaggregated Pre- and Posttest Comparison

6.31		Hibbing						Chisholm				Rabouin			
		DeLaPointe (control)		Kantack (book only)		Ricker (full program)		Tahija (full program)		Opack (full program)		Fernon (full program)		Saunders (control)	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
a	No.	13	25	10	8	28	19	6	11	2	3	4	0	7	—
	%	12.5	24.0	35.7	29.6	25.0	16.8	17.1	28.9	11.1	16.7	44.4	0.0	14.0	—
b	No.	14	13	4	6	22	16	10	8	3	2	0	2	12	—
	%	13.5	12.5	14.3	22.2	19.6	14.2	28.6	21.1	16.7	11.1	0.0	25.0	24.0	—
c	No.	38	36	7	10	42	54	11	11	7	7	3	5	19	—
	%	36.5	34.6	25.0	37.0	37.5	47.8	31.4	28.9	38.9	38.9	33.3	62.5	38.0	—
d	No.	39	30	7	3	20	24	8	8	6	6	2	1	10	—
	%	37.5	28.8	25.0	11.1	17.9	21.2	22.9	21.1	33.3	33.3	22.2	12.5	20.0	—
n =		104	104	28	27	112	113	35	38	18	18	9	8	48	0

Which of the following statements about the elderly and crime is **false**?

a. Elderly persons (65 and over) are less often victims of crime because they tend to avoid unsafe areas in their communities.
b. Elderly persons are less often victims of crime because they stay in their homes more than any other age group.
c. Elderly persons fear crime less than other groups because they are less frequently victimized by crime.
d. Elderly persons are less often victims of crimes involving theft and violence.

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Table C-2 page 4

Teens, Crime, and the Community Knowledge Instrument
Disaggregated Pre- and Posttest Comparison

7.30		Hibbing						Chisholm				Rabouin			
		DeLaPointe (control)		Kantack (book only)		Ricker (full program)		Tahlja (full program)		Opack (full program)		Fernon (full program)		Saunders (control)	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
a	No.	9	7	3	3	11	2	3	7	0	4	0	0	8	—
	%	8.7	6.7	10.7	10.7	9.7	1.8	8.3	18.4	0.0	21.1	0.0	0.0	16.0	—
b	No.	4	13	4	4	12	12	3	8	0	4	0	0	2	—
	%	3.8	12.5	14.3	14.3	10.6	10.6	8.3	21.1	0.0	21.1	0.0	0.0	4.0	—
c	No.	11	7	6	4	20	13	4	4	4	0	0	0	16	—
	%	10.6	6.7	21.4	14.3	17.7	11.5	11.1	10.5	21.1	0.0	0.0	0.0	32.0	—
d	No.	80	77	15	17	70	86	26	19	15	11	9	9	21	—
	%	76.9	74.0	53.6	60.7	61.9	76.1	72.2	50.0	78.9	57.9	100.0	100.0	42.0	—
n =		104	104	28	28	113	113	36	38	19	19	9	9	47	0

Which of the following statements about teenagers and crime is **false**?

a. Most violent crimes against 12-15 year olds occur on the street or at parks, playgrounds, and schools.
b. Two-thirds of all assaults on teenagers are committed by other teenagers either known or well-known to the victim.
c. Teenagers are more likely than other groups to be in places at times, like Friday and Saturday nights, when most crimes are committed.
d. Teenagers are less likely than other groups to be in areas where crimes often occur.

Table C-2 page 5

Teens, Crime, and the Community Knowledge Instrument
Disaggregated Pre- and Posttest Comparison

8.29		Hibbing						Chisholm				Rabouin			
		DeLaPointe (control)		Kantack (book only)		Ricker (full program)		Tahlja (full program)		Opack (full program)		Fernon (full program)		Saunders (control)	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
a	No.	5	5	1	1	7	3	2	1	1	0	0	1	6	—
	%	4.9	4.9	3.6	3.6	6.2	2.6	5.9	2.7	5.3	0.0	0.0	11.1	12.0	—
b	No.	45	55	17	18	41	60	14	16	8	8	3	4	15	—
	%	43.7	53.4	60.7	64.3	36.3	52.6	41.2	43.2	42.1	44.4	42.9	44.4	30.0	—
c	No.	45	33	10	8	57	47	14	16	8	8	2	4	20	—
	%	43.7	32.0	35.7	28.6	50.4	41.2	41.2	43.2	42.1	44.4	28.6	44.4	40.0	—
d	No.	8	10	—	1	8	4	4	4	2	2	2	0	7	—
	%	7.8	9.7	—	3.6	7.1	3.5	11.8	10.8	10.5	11.1	28.6	0.0	14.0	—
n =		103	103	28	28	113	114	34	37	19	18	7	9	48	0

If you are a victim of crime, you should
- a. be willing to accept some of the blame for being victimized
- b. try to stay calm
- c. report the crime if you think it will make a difference
- d. always leave the crime scene as soon as possible

Table C-2 page 6

Teens, Crime, and the Community Knowledge Instrument
Disaggregated Pre- and Posttest Comparison

9.28 (Question Changed)		Hibbing						Chisholm				Rabouin			
		DeLaPointe (control)		Kantack (book only)		Ricker (full program)		Tahija (full program)		Opack (full program)		Fernon (full program)		Saunders (control)	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
a	No.	8	12	2	2	11	10	1	10	1	1	0	1	3	—
	%	7.5	11.5	7.4	7.1	9.7	8.8	2.6	27.0	5.3	5.3	0.0	11.1	6.0	—
b	No.	85	77	21	22	95	100	32	22	15	16	9	7	22	—
	%	80.2*	74.0	77.8*	78.6	84.1*	88.5	84.2*	59.5	78.9*	84.2	100.0*	77.8	44.0	—
c	No.	7	9	2	2	4	1	4	2	2	0	0	0	6	—
	%	6.6	8.7	7.4	7.1	3.5	0.9	10.5	5.4	10.5	0.0	0.0	0.0	12.0	—
d	No.	6	6	2	2	3	2	1	3	1	2	0	1	4	—
	%	5.7	5.8	7.4	7.1	2.7	1.8	2.6	8.1	5.3	10.5	0.0	11.1	8.0	—
n =		106	104	27	28	113	113	38	37	19	19	9	9	35	0

Pre:

A crime victim may feel better if their friend
- a. asks why they put themselves in that position
- b. says, "I'm glad you are safe"
- c. tried to control all their actions
- d. says, "Don't let it bother you."

Post:

Which of the following is the best thing you could say to a friend who is a crime victim to help them feel better?
- a. "I understand how you are feeling."
- b. "I'm glad you are safe"
- c. "I will help you get even."
- d. "Don't let it bother you."

*Denotes ceiling effect

Table C-2 page 7

Teens, Crime, and the Community Knowledge Instrument
Disaggregated Pre- and Posttest Comparison

10.27		Hibbing						Chisholm				Rabouin			
		DeLaPointe (control)		Kantack (book only)		Ricker (full program)		Tahija (full program)		Opack (full program)		Fernon (full program)		Saunders (control)	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
a	No.	24	26	6	2	32	4	12	11	3	0	0	2	0	—
	%	22.9	24.5	23.1	7.1	28.3	3.5	31.6	29.7	15.8	0.0	0.0	22.2	0.0	—
b	No.	5	4	3	2	1	1	1	5	0	0	0	0	2	—
	%	4.8	3.8	11.5	7.1	0.9	0.9	2.6	13.5	0.0	0.0	0.0	0.0	9.1	—
c	No.	60	58	10	21	52	91	18	18	14	17	0	0	4	—
	%	57.1	54.7	38.5	75.0	46.0	79.8	47.4	48.6	73.7	89.5	0.0	0.0	18.2	—
d	No.	16	18	7	3	28	17	7	3	2	2	7	7	16	—
	%	15.2	17.0	26.9	10.7	24.8	14.9	18.4	8.1	10.5	10.5	100.0	77.8	72.7	—
n =		105	106	26	28	113	114	38	37	19	19	7	9	22	0

The most common type of violent crime is
- a. robbery
- b. arson
- c. assault
- d. murder (homicide)

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Teens, Crime, and the Community Knowledge Instrument
Disaggregated Pre- and Posttest Comparison

11.26		Hibbing						Chisholm				Rabouin			
		DeLaPointe (control)		Kantack (book only)		Ricker (full program)		Tahija (full program)		Opack (full program)		Fernon (full program)		Saunders (control)	
		Pre	**Post**	**Pre**	**Post**	**Pre**	**Post**	**Pre**	**Post**	**Pre**	**Post**	**Pre**	**Post**	**Pre**	**Post**
a	No.	27	36	12	7	32	23	16	13	6	2	4	3	5	—
	%	25.7	34.6	42.9	25.0	28.3	20.5	47.1	35.1	31.6	10.5	66.7	33.3	22.7	—
b	No.	35	39	5	14	33	62	10	16	5	5	1	5	4	—
	%	33.3	37.5	17.9	50.0	29.2	55.4	29.4	43.2	26.3	26.3	16.7	55.6	18.2	—
c	No.	14	8	2	1	20	11	5	6	2	5	1	0	6	—
	%	13.3	7.7	7.1	3.6	17.7	9.8	14.7	16.2	10.5	26.3	16.7	0.0	27.3	—
d	No.	29	21	9	6	28	16	3	2	6	7	0	1	7	—
	%	27.6	20.2	32.1	21.4	24.8	14.3	8.8	5.4	31.6	36.8	0.0	11.1	31.8	—
n =		105	104	28	28	113	112	34	37	19	19	6	9	22	0

If you think you hear a burglar in your home, you should

a. find a weapon
b. avoid the burglar
c. scare him or her off by yelling out
d. investigate the noise you heard

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Teens, Crime, and the Community Knowledge Instrument
Disaggregated Pre- and Posttest Comparison

12.25		Hibbing						Chisholm				Rabouin			
		DeLaPointe (control)		Kantack (book only)		Ricker (full program)		Tahija (full program)		Opack (full program)		Fernon (full program)		Saunders (control)	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
a	No.	5	6	1	1	6	6	5	0	2	0	0	1	6	—
	%	4.9	5.8	3.6	3.6	5.4	5.4	14.3	0.0	10.5	0.0	0.0	11.1	28.0	—
b	No.	88	79	21	22	79	89	23	18	14	13	8	6	7	—
	%	85.4	76.7	75.0	78.6	70.5	79.5	65.7	47.4	73.7	68.4	88.9	66.7	39.3	—
c	No.	5	11	4	4	21	11	6	12	2	4	1	2	6	—
	%	4.9	10.7	14.3	14.3	18.8	9.8	17.1	31.6	10.5	21.1	11.1	22.2	28.0	—
d	No.	5	7	2	1	6	6	1	8	1	2	0	0	2	—
	%	4.9	6.8	7.1	3.6	5.4	5.4	2.9	21.1	5.3	10.5	0.0	0.0	9.5	—
n =		103	103	28	28	112	112	35	38	19	19	9	9	21	0

Which of the following statements about drug use and violent crime is **false**?

a. The likelihood of a person becoming a crime victim greatly increases when that person uses alcohol and other drugs.
b. There is little, if any, connection between drug use and robberies and burglaries to raise money to pay for drugs.
c. When drug abuse by individuals increases, so does the number and seriousness of their crimes.
d. Those who abuse drugs commit up to three times more crime when they are using compared to when they do not use drugs.

Teens, Crime, and the Community Knowledge Instrument
Disaggregated Pre- and Posttest Comparison

13.24		Hibbing						Chisholm				Rabouin			
		DeLaPointe (control)		Kantack (book only)		Ricker (full program)		Tahija (full program)		Opack (full program)		Fernon (full program)		Saunders (control)	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
a	No.	10	12	0	4	10	37	4	9	3	3	0	0	6	—
	%	9.8	11.5	0.0	14.3	8.8	32.5	10.8	24.3	15.8	15.8	0.0	0.0	27.3	—
b	No.	5	12	1	6	11	23	3	8	2	2	1	0	2	—
	%	4.9	11.5	3.6	21.4	9.7	20.2	8.1	21.6	10.5	10.5	11.1	0.0	9.1	—
c	No.	8	14	3	1	14	9	4	12	1	2	0	1	4	—
	%	7.8	13.5	10.7	3.6	12.4	7.9	10.8	32.4	5.3	10.5	0.0	12.5	18.2	—
d	No.	79	66	24	17	78	45	26	8	13	12	8	7	10	—
	%	77.5	63.5	85.7	60.7	69.0	39.5	70.3	21.6	68.4	63.2	88.9	87.5	45.5	—
n =		102	104	28	28	113	114	37	37	19	19	9	8	22	0

Which of the following is not considered a **property crime**?

a. signing someone else's name to a check and then cashing it
b. threatening and then robbing another student of his or her lunch money
c. accepting items you know or have reason to believe were stolen
d. making a copy of the latest music cassette for a friend

Table C-2 page 11

Teens, Crime, and the Community Knowledge Instrument
Disaggregated Pre- and Posttest Comparison

14.23		Hibbing						Chisholm				Rabouin			
		DeLaPointe (control)		Kantack (book only)		Ricker (full program)		Tahlja (full program)		Opack (full program)		Fernon (full program)		Saunders (control)	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
a	No.	28	25	9	2	28	22	11	12	2	4	1	2	5	—
	%	26.7	24.3	32.1	7.1	24.6	19.6	30.6	32.4	10.5	21.1	12.5	25.0	28.8	—
b	No.	17	14	2	4	20	7	12	12	1	4	2	2	3	—
	%	16.2	13.6	7.1	14.3	17.5	6.3	33.3	32.4	5.3	21.1	25.0	25.0	14.3	—
c	No.	3	2	1	1	6	4	3	4	1	1	0	0	6	—
	%	2.9	1.9	3.6	3.6	5.3	3.6	8.3	10.8	5.3	5.3	0.0	0.0	28.0	—
d	No.	57	62	16	21	60	79	10	9	15	10	5	4	7	—
	%	54.3	60.2	57.1	75.0	52.6	70.5	27.8	24.3	78.9	52.6	62.5	50.0	33.3	—
n =		105	103	28	28	114	112	36	37	19	19	8	8	21	0

Which of the following statements about vandalism is **false**?

a. Vandals are usually males working in groups.
b. Vandalism is often referred to as a "victimless" crime.
c. Schools are often targets of vandalism.
d. Vandalism is **not** a property crime.

Teens, Crime, and the Community Knowledge Instrument
Disaggregated Pre- and Posttest Comparison

15.22		Hibbing						Chisholm				Rabouin			
		DeLaPointe (control)		Kantack (book only)		Ricker (full program)		Tahija (full program)		Opack (full program)		Fernon (full program)		Saunders (control)	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
a	No.	25	17	7	7	28	56	10	8	4	4	1	3	6	—
	%	33.6	16.5	25.9	25.0	24.8	49.1	26.3	21.6	22.2	21.1	11.1	33.3	27.3	—
b	No.	0	1	0	2	0	2	0	2	0	0	0	0	2	—
	%	0.0	1.0	0.0	7.1	0.0	1.8	0.0	5.4	0.0	0.0	0.0	0.0	9.1	—
c	No.	3	3	0	0	2	2	1	3	0	1	0	1	1	—
	%	2.8	2.9	0.0	0.0	1.8	1.8	2.6	8.1	0.0	5.3	0.0	11.1	4.5	—
d	No.	75	80	19	19	77	54	24	18	14	14	7	4	11	—
	%	70.8	77.7	70.4	67.9	68.1	47.4	63.2	48.6	77.8	73.7	77.8	44.4	50.0	—
e	No.	3	2	1	0	6	0	3	6	0	0	1	1	2	—
	%	2.8	1.9	3.7	0.0	5.3	0.0	7.9	16.2	0.0	0.0	11.1	11.1	9.1	—
n =		106	103	27	28	113	114	38	37	18	19	9	9	22	0

In which of the following situations may a juvenile (persons under age 18) be treated as an adult?

a. An older teenager charged with murde[illegible]
b. An older teenager is charged with armed robbery.
c. A young teenager charged with theft if she or he has a long record of serious offenses.
d. all of the above
e. none of the above

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Teens, Crime, and the Community Knowledge Instrument
Disaggregated Pre- and Posttest Comparison

16.21		Hibbing						Chisholm				Rabouin			
		DeLaPointe (control)		Kantack (book only)		Ricker (full program)		Tahija (full program)		Opack (full program)		Fernon (full program)		Saunders (control)	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
a	No.	26	31	3	6	23	54	5	18	4	9	0	2	7	—
	%	24.8	30.1	11.1	21.4	20.2	47.4	13.2	47.4	21.1	47.4	0.0	22.2	20.0	—
b	No.	36	43	12	11	40	46	15	13	6	6	2	2	13	—
	%	34.3	41.7	44.4	39.3	35.1	40.4	39.5	34.2	31.6	31.6	25.0	22.2	37.1	—
c	No.	21	21	7	6	33	9	6	6	3	3	0	4	7	—
	%	20.0	20.4	25.9	21.4	28.9	7.9	15.8	15.8	15.8	15.8	0.0	44.4	20.0	—
d	No.	22	8	5	5	18	5	12	1	6	1	6	1	8	—
	%	21.0	7.8	18.5	17.9	15.8	4.4	31.6	2.6	31.6	5.3	75.0	11.1	22.9	—
n =		105	103	27	28	114	114	38	38	19	19	8	9	35	0

When does the criminal justice process begin?

a. When a crime is committed.
b. When a crime is reported.
c. When the criminal is accused of a crime.
d. When the criminal goes to court.

Table C-2 page 14

Teens, Crime, and the Community Knowledge Instrument
Disaggregated Pre- and Posttest Comparison

17.20		Hibbing						Chisholm				Rabouin			
		DeLaPointe (control)		Kantack (book only)		Ricker (full program)		Tahija (full program)		Opack (full program)		Fernon (full program)		Saunders (control)	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
a	No.	55	73	13	19	60	72	17	12	12	12	4	2	11	—
	%	52.9	70.2	46.4	67.9	54.1	63.2	47.2	31.6	63.2	63.2	44.4	22.2	22.4	—
b	No.	9	5	4	4	15	7	6	10	0	1	1	3	9	—
	%	8.7	4.8	14.3	14.3	13.5	6.1	16.7	26.3	0.0	5.3	11.1	33.3	18.4	—
c	No.	31	14	9	5	26	25	12	10	4	4	3	4	21	—
	%	29.8	13.5	32.1	17.9	23.4	21.9	33.3	26.3	21.1	21.1	33.3	44.4	42.9	—
d	No.	9	12	2	0	10	10	1	6	3	2	1	0	8	—
	%	8.7	11.5	7.1	0.0	9.0	8.8	2.8	15.8	15.8	10.5	11.1	0.0	16.3	—
n =		104	104	28	28	111	114	36	38	19	19	9	9	49	0

Which of the following statements about the criminal justice process is **false**?

a. Search warrants must be obtained from the police chief.
b. Citizens are protected from unreasonable searches and seizures by the U.S. Constitution.
c. Evidence obtained from an unreasonable search cannot be used in a trial.
d. Police must advise a suspect about his or her Miranda rights/warnings before he or she is questioned.

Table C-2 page 15

Teens, Crime, and the Community Knowledge Instrument
Disaggregated Pre- and Posttest Comparison

18.19 (Question Changed)		Hibbing						Chisholm				Rabouin			
		DeLaPointe (control)		Kantack (book only)		Ricker (full program)		Tahija (full program)		Opack (full program)		Fernon (full program)		Saunders (control)	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
a	No.	2	15	0	5	2	17	0	7	0	4	2	2	5	—
	%	1.9	14.9	0.0	17.9	1.8	15.0	0.0	18.4	0.0	21.1	22.2	22.2	10.2	—
b	No.	0	63	0	19	0	74	3	21	0	13	0	5	5	—
	%	0.0	62.4	0.0	67.9	0.0	65.5	7.9	55.3	0.0	68.4	0.0	55.6	10.2	—
c	No.	3	10	0	1	3	16	0	5	0	2	0	1	6	—
	%	2.9	9.9	0.0	3.6	2.6	14.2	0.0	13.2	0.0	10.5	0.0	11.1	12.3	—
d	No.	100	13	28	3	109	6	35	5	19	0	7	1	33	—
	%	95.2*	12.9	100.0*	10.7	95.6*	5.3	92.1*	13.2	100.0*	0.0	77.8*	11.1	67.3	—
n =		105	101	28	28	114	113	38	38	19	19	9	9	49	0

Pre:

Betsy is trying to help two of her friends resolve a conflict. She should do all of the following except:
a. identify facts and issues
b. identify alternative solutions
c. revise and discuss solutions
d. quickly decide who is right and take that person's side

Post:

Betsy is trying to help two of her friends resolve a conflict. She should do all of the following except:
a. identify alternative solutions
b. choose the best solution
c. identify facts and issues
d. revise and discuss solutions

*Denotes ceiling effect

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Teens, Crime, and the Community Knowledge Instrument
Disaggregated Pre- and Posttest Comparison

19.18		Hibbing						Chisholm				Rabouin			
		DeLaPointe (control)		Kantack (book only)		Ricker (full program)		Tahija (full program)		Opack (full program)		Fernon (full program)		Saunders (control)	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
a	No.	0	5	1	1	0	1	2	5	0	0	0	0	4	—
	%	0.0	4.9	3.7	3.6	0.0	0.9	5.7	13.2	0.0	0.0	0.0	0.0	8.3	—
b	No.	11	13	4	3	19	11	6	4	5	2	3	1	12	—
	%	10.5	12.6	14.8	10.7	17.0	9.8	17.1	10.5	26.3	10.5	37.5	11.1	25.0	—
c	No.	5	4	2	4	11	8	3	5	1	2	1	1	10	—
	%	4.8	3.9	7.4	14.3	9.8	7.1	8.6	13.2	5.3	10.5	12.5	11.1	20.8	—
d	No.	89	81	20	20	82	92	24	24	13	15	4	7	22	—
	%	84.8	78.6	74.1	71.4	73.2	82.1	68.6	63.2	68.4	78.9	50.0	77.8	45.8	—
n =		105	103	27	28	112	112	35	38	19	19	8	9	48	0

Which of the following statements about conflict is **false**?

a. Arguments are a type of conflict.
b. Conflict is a manageable part of every day life.
c. Many violent crimes result from conflicts between people who know one another.
d. Confrontation with an armed criminal is not a conflict.

Table C-2 page 17

Teens, Crime, and the Community Knowledge Instrument
Disaggregated Pre- and Posttest Comparison

20.17		Hibbing						Chisholm				Rabouin			
		DeLaPointe (control)		Kantack (book only)		Ricker (full program)		Tahija (full program)		Opack (full program)		Fernon (full program)		Saunders (control)	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
a	No.	13	10	3	6	9	15	7	9	4	5	3	1	8	—
	%	12.3	9.7	10.7	21.4	8.0	13.3	19.4	23.7	22.2	26.3	37.5	11.1	16.7	—
b	No.	7	12	1	5	10	7	3	6	2	0	0	1	10	—
	%	6.6	11.7	3.6	17.9	8.9	6.2	8.3	15.8	11.1	0.0	0.0	11.1	20.8	—
c	No.	7	2	1	0	5	4	4	4	2	0	0	1	5	—
	%	6.6	1.9	3.6	0.0	4.5	3.5	11.1	10.5	11.1	0.0	0.0	11.1	10.4	—
d	No.	79	79	23	17	88	87	22	19	10	14	5	6	25	—
	%	74.5*	76.7	82.1*	60.7	78.6*	77.0	61.1	50.0	55.6	73.7	62.5	66.7	52.1	—
n =		106	103	28	28	112	113	36	38	18	19	8	9	48	0

Which of the following is **not** important in resolving conflicts with another person?

a. Ability to recognize your own and the other person's verbal and non-verbal behaviors that leads to anger.
b. Sincere interest in settling the conflict.
c. Hearing and understanding the other person's point of view.
d. Thinking about only one or two possible solutions since more ideas will only confuse the issue.

*Denotes ceiling effect

Table C-2 page 18

Teens, Crime, and the Community Knowledge Instrument
Disaggregated Pre- and Posttest Comparison

21.16		Hibbing						Chisholm				Rabouin			
		DeLaPointe (control)		Kantack (book only)		Ricker (full program)		Tahija (full program)		Opack (full program)		Fernon (full program)		Saunders (control)	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
a	No.	48	37	18	7	54	34	15	15	7	4	3	4	27	—
	%	47.1	37.4	64.3	25.9	49.5	31.8	42.9	40.5	36.8	21.1	42.9	57.1	60.0	—
b	No.	29	37	4	12	23	45	8	5	7	9	1	1	4	—
	%	28.4	37.4	14.3	44.4	21.1	42.1	22.9	13.5	36.8	47.4	14.3	14.3	8.9	—
c	No.	11	12	2	5	17	15	6	13	2	2	1	1	7	—
	%	10.8	12.1	7.1	18.5	15.6	14.0	17.1	35.1	10.5	10.5	14.3	14.3	15.6	—
d	No.	14	13	4	3	15	13	6	4	3	4	2	1	7	—
	%	13.7	13.1	14.3	11.1	13.8	12.1	17.1	10.8	15.8	21.1	28.6	14.3	15.6	—
n =		102	99	28	27	109	107	35	37	19	19	7	7	45	0

Which of the following statements about child abuse is **false**?

a. Child sexual abuse includes incest.
b. About half of child victims of sexual abuse are abused by someone they know.
c. Teenagers can be both victims and abusers.
d. Abusers sometimes use bribery or threats to get the child to participate.

Table C-2 page 19

Teens, Crime, and the Community Knowledge Instrument
Disaggregated Pre- and Posttest Comparison

22.15 (Question Changed)		Hibbing						Chisholm				Rabouin			
		DeLaPointe (control)		Kantack (book only)		Ricker (full program)		Tahija (full program)		Opack (full program)		Fernon (full program)		Saunders (control)	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
a	No.	8	6	1	3	1	7	3	6	1	2	1	2	4	—
	%	7.7	5.9	3.6	11.1	0.9	6.2	8.1	15.8	5.3	10.5	11.1	22.2	11.4	—
b	No.	4	5	0	1	4	5	2	7	0	2	0	0	6	—
	%	3.8	4.9	0.0	3.7	3.6	4.4	5.4	18.4	0.0	10.5	0.0	0.0	17.1	—
c	No.	86	24	24	11	101	38	25	12	16	8	5	1	19	—
	%	82.7*	23.5	85.7*	40.7	90.2*	33.6	67.6	31.6	84.2*	42.1	55.6	11.1	54.3	—
d	No.	3	67	1	12	1	63	2	13	2	7	1	6	5	—
	%	2.9	65.7	3.6	44.4	0.9	55.8	5.4	34.2	10.5	36.8	11.1	66.7	14.3	—
e	No.	3	—	2	—	5	—	5	—	0	—	2	—	1	—
	%	2.9	—	7.1	—	4.5	—	13.5	—	0.0	—	22.2	—	2.9	—
n =		104	102	28	27	112	113	37	38	19	19	9	9	35	0

Pre:
Which of the following statements about child abuse is false?
- a. Alcohol and drug abuse is related to child abuse.
- b. The rate of child abuse is increasing in the U.S.
- c. Child abuse is usually a "one time" event.
- d. A sexually abused child is often told that the sexual touching is done because the older person loves the child.
- e. Child abuse is often not reported.

Post:
Which of the following statements about child abuse is false?
- a. Alcohol and drug abuse is related to child abuse.
- b. The rate of child abuse is increasing in the U.S.
- c. Emotional abuse is more likely to be reported than other forms of abuse.
- d. Child abuse is usually limited to low-income groups.

*Denotes ceiling effect

NOTE: Due to an error in Hibbing/Chisholm post-tests, the post-test results have been deleted.

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Table C-2 page 20

Teens, Crime, and the Community Knowledge Instrument
Disaggregated Pre- and Posttest Comparison

23.14 (Question Changed)		Hibbing						Chisholm				Rabouin			
		DeLaPointe (control)		Kantack (book only)		Ricker (full program)		Tahija (full program)		Opack (full program)		Fernon (full program)		Saunders (control)	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
a	No.	8	5	2	1	9	3	3	2	1	0	0	2	5	—
	%	7.6	4.9	7.1	3.6	7.9	2.6	7.9	5.3	5.3	0.0	0.0	22.2	22.7	—
b	No.	1	3	0	1	2	3	1	3	1	0	1	0	2	—
	%	1.0	2.9	0.0	3.6	1.8	2.6	2.6	7.9	5.3	0.0	11.1	0.0	9.1	—
c	No.	1	53	0	9	4	60	2	21	1	9	0	4	6	—
	%	1.0	51.5	0.0	32.1	3.5	52.6	5.3	55.3	5.3	47.4	0.0	44.4	13.6	—
d	No.	4	1	0	1	2	3	2	1	1	1	1	1	2	—
	%	3.8	1.0	0.0	3.6	1.8	2.6	5.3	2.6	5.3	5.3	11.1	11.1	9.1	—
e	No.	91	41	26	16	97	45	30	11	15	9	7	2	10	—
	%	86.7*	39.8	92.9*	57.1	85.1*	39.5	78.9*	28.9	78.9*	47.4	77.8	22.2	45.5	—
n =		105	103	28	28	114	114	38	38	19	19	9	9	22	0

Pre:

Child abuse includes all of the following except:

a. failure to provide adequate food, shelter, or supervision for young children
b. repeatedly yelling at or insulting a child
c. physical injury
d. making a child look at obscene (sexually suggestive) pictures
e. all of the above are types of child abuse

*Denotes ceiling effect

Post:

Child abuse includes all of the following except:

a. failure to provide adequate supervision for young children
b. repeatedly yelling at a child
c. light spanking as a punishment
d. persuading a child to look at obscene (sexually suggestive) pictures
e. all of the above are types of child abuse

Teens, Crime, and the Community Knowledge Instrument
Disaggregated Pre- and Posttest Comparison

24.13		Hibbing						Chisholm				Rabouin			
		DeLaPointe (control)		Kantack (book only)		Ricker (full program)		Tahija (full program)		Opack (full program)		Fernon (full program)		Saunders (control)	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
a	No.	4	8	0	3	4	4	4	6	2	1	0	1	1	—
	%	3.8	7.8	0.0	10.7	3.6	3.5	11.4	15.8	10.5	5.6	0.0	11.1	4.5	—
b	No.	0	0	0	1	4	2	0	0	0	0	0	0	3	—
	%	0.0	0.0	0.0	3.6	3.6	1.8	0.0	0.0	0.0	0.0	0.0	0.0	13.6	—
c	No.	0	2	0	2	2	1	2	4	1	1	1	1	3	—
	%	0.0	1.9	0.0	7.1	1.8	0.9	5.7	10.5	5.3	5.6	11.1	11.1	13.6	—
d	No.	54	65	17	15	65	76	19	17	8	10	4	3	9	—
	%	51.4	63.1	60.7	53.6	58.6	66.7	54.3	44.7	42.1	55.6	44.4	33.3	40.9	—
e	No.	47	28	11	7	36	31	10	11	8	6	4	4	6	—
	%	44.8	27.2	39.3	25.0	32.4	27.2	28.6	28.9	42.1	33.3	44.4	44.4	27.3	—
n =		105	103	28	28	111	114	35	38	19	18	9	9	22	0

Child and adolescent abuse can be reduced or prevented in which of the following ways?

a. reporting all cases of known abuse
b. talking sympathetically with a friend who has been, or is being, abused
c. getting an abused friend to talk to a counselor or teacher
d. all the above
e. a and c above

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Teens, Crime, and the Community Knowledge Instrument
Disaggregated Pre- and Posttest Comparison

25.12		Hibbing						Chisholm				Rabouin			
		DeLaPointe (control)		Kantack (book only)		Ricker (full program)		Tahija (full program)		Opack (full program)		Fernon (full program)		Saunders (control)	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
a	No.	0	5	0	1	2	3	0	2	0	1	0	2	0	—
	%	0.0	4.9	0.0	3.6	1.8	2.7	0.0	5.3	0.0	5.3	0.0	25.0	0.0	—
b	No.	3	1	2	1	3	3	1	2	0	1	0	0	3	—
	%	2.9	1.0	7.1	3.6	2.7	2.7	2.7	5.3	0.0	5.3	0.0	0.0	13.6	—
c	No.	9	6	4	2	20	6	5	5	2	1	0	0	4	—
	%	8.7	5.8	14.3	7.1	17.7	5.3	13.2	13.2	10.5	5.3	0.0	0.0	18.2	—
d	No.	48	50	13	11	52	42	16	14	10	6	3	2	6	—
	%	46.2	48.5	46.4	39.3	46.0	37.2	43.2	36.8	52.6	31.6	33.3	25.0	27.3	—
e	No.	44	41	9	13	36	59	15	15	7	10	6	4	9	—
	%	42.3	39.8	32.1	46.4	31.9	52.2	40.5	39.5	36.8	52.6	66.7	50.0	40.9	—
n =		104	103	28	28	113	113	37	38	19	19	9	8	22	0

Which of the following statements about rape is **true**?

a. Men cannot be raped.
b. Most rapists rape only once.
c. The majority of rapes are reported to the police.
d. Most rape is motivated by sexual desire.
e. All the above statements are false.

Table C-2 page 23

Teens, Crime, and the Community Knowledge Instrument
Disaggregated Pre- and Posttest Comparison

26.11		Hibbing						Chisholm				Rabouin			
		DeLaPointe (control)		Kantack (book only)		Ricker (full program)		Tahija (full program)		Opack (full program)		Fernon (full program)		Saunders (control)	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
a	No.	0	2	0	1	1	2	2	6	0	0	1	0	1	—
	%	0.0	1.9	0.0	3.6	0.9	1.8	5.4	15.8	0.0	0.0	11.1	0.0	4.5	—
b	No.	0	0	0	2	0	1	0	3	0	0	0	0	3	—
	%	0.0	0.0	0.0	7.1	0.0	0.9	0.0	7.9	0.0	0.0	0.0	0.0	13.6	—
c	No.	72	61	20	17	81	87	22	18	11	13	4	8	14	—
	%	67.9	59.2	71.4	60.7	71.7	77.7	59.5	47.4	61.1	68.4	44.4	100.0	63.6	—
d	No.	34	40	8	8	31	22	13	11	7	6	4	0	4	—
	%	32.1	38.8	28.6	28.6	27.4	19.6	35.1	28.9	38.9	31.6	44.4	0.0	18.2	—
n =		106	103	28	28	113	112	37	38	18	19	9	8	22	0

A person who has been raped should

a. shower as soon as possible
b. destroy all clothing related to the rape
c. be tested for venereal disease
d. all the above

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Teens, Crime, and the Community Knowledge Instrument
Disaggregated Pre- and Posttest Comparison

27.10 (Question Changed)		**Hibbing**						**Chisholm**				**Rabouin**			
		DeLaPointe (control)		**Kantack (book only)**		**Ricker (full program)**		**Tahija (full program)**		**Opack (full program)**		**Fernon (full program)**		**Saunders (control)**	
		Pre	**Post**	**Pre**	**Post**	**Pre**	**Post**	**Pre**	**Post**	**Pre**	**Post**	**Pre**	**Post**	**Pre**	**Post**
a	No.	1	9	0	3	4	10	0	5	0	1	0	1	2	—
	%	1.0	8.8	0.0	10.7	3.6	9.0	0.0	13.9	0.0	5.3	0.0	11.1	9.1	—
b	No.	88	85	23	21	89	85	30	21	16	13	4	5	9	—
	%	85.4*	83.3	82.1*	75.0	80.2*	76.6	83.3*	58.3	84.2*	68.4	66.7	55.6	40.9	—
c	No.	11	6	5	4	14	11	3	9	2	3	2	3	6	—
	%	10.7	5.9	17.9	14.3	12.6	9.9	8.3	25.0	10.5	15.8	33.3	33.3	27.3	—
d	No.	3	2	0	0	4	5	3	1	1	2	0	0	5	—
	%	2.9	2.0	0.0	0.0	3.6	4.5	8.3	2.8	5.3	10.5	0.0	0.0	22.7	—
n =		103	102	28	28	111	111	36	36	19	19	6	9	22	0

Pre:

Which of the following statements about rape is **true**?

a. A date rape does not need to be reported to the police.
b. Using alcohol or other drugs can increase the likelihood of rape.
c. Date rape occurs only when the man gets the wrong impression/message from his victim.
d. Date rape is not as serious as being raped by a stranger.

Post:

Which of the following statements is **true**?

a. A date rape is more frequently reported to the police than other forms of rape.
b. Using alcohol or other drugs can increase the likelihood of rape.
c. Date rape occurs only when the man gets the wrong impression/message from his victim.
d. Date rape is less serious than being raped by a stranger.

* Denotes ceiling effect

Table C-2 page 25

Teens, Crime, and the Community Knowledge Instrument
Disaggregated Pre- and Posttest Comparison

28.9		Hibbing						Chisholm				Rabouin			
		DeLaPointe (control)		Kantack (book only)		Ricker (full program)		Tahija (full program)		Opack (full program)		Fernon (full program)		Saunders (control)	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
a	No.	45	53	13	12	39	77	16	17	8	8	2	0	7	—
	%	43.7	53.0	46.4	42.9	34.5	68.8	43.2	44.7	42.1	42.1	25.0	0.0	31.8	—
b	No.	9	5	1	1	12	4	1	4	3	2	3	3	2	—
	%	8.7	5.0	3.6	3.6	10.6	3.6	2.7	10.5	15.8	10.5	37.5	37.5	9.1	—
c	No.	16	13	6	2	15	8	8	10	6	7	3	3	4	—
	%	15.5	13.0	21.4	7.1	13.3	7.1	21.6	26.3	31.6	36.8	37.5	37.5	18.2	—
d	No.	33	29	8	13	47	23	12	7	2	2	0	2	9	—
	%	32.0	29.0	28.6	46.4	41.6	20.5	32.4	18.4	10.5	10.5	0.0	25.0	40.9	—
n =		103	100	28	28	113	112	37	38	19	19	8	8	22	0

Which of the following statements about rape is **false**?

a. Most rapes are caused by the way a person looks or dresses.
b. Most rapes involve a lone victim.
c. Most rapes are committed by someone known to the victim.
d. Most rapes occur between 6:00 p.m. and 6:00 a.m.

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Teens, Crime, and the Community Knowledge Instrument
Disaggregated Pre- and Posttest Comparison

29.8		Hibbing						Chisholm				Rabouin			
		DeLaPointe (control)		Kantack (book only)		Ricker (full program)		Tahija (full program)		Opack (full program)		Fernon (full program)		Saunders (control)	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
a	No.	2	3	1	1	7	2	1	4	0	0	2	0	5	—
	%	1.9	2.9	3.6	3.6	6.2	1.8	2.7	10.5	0.0	0.0	25.0	0.0	13.5	—
b	No.	5	1	2	1	4	1	1	0	0	0	0	2	5	—
	%	4.8	1.0	7.1	3.6	3.5	0.9	2.7	0.0	0.0	0.0	0.0	25.0	13.5	—
c	No.	3	1	2	1	5	2	0	1	0	0	0	0	0	—
	%	2.9	1.0	7.1	3.6	4.4	1.8	0.0	2.6	0.0	0.0	0.0	0.0	0.0	—
d	No.	23	27	8	5	20	12	8	9	2	2	6	3	12	—
	%	21.9	25.7	28.6	17.9	17.7	10.6	21.6	23.7	10.5	10.5	75.0	37.5	32.4	—
e	No.	72	73	15	20	77	96	27	24	17	17	0	3	15	—
	%	68.6	69.5	53.6	71.4	68.1	85.0	73.0	63.2	89.5	89.5	0.0	37.5	40.5	—
n =		105	105	28	28	113	113	37	38	19	19	8	8	37	0

A person who has been drinking can sober up more quickly by

a. drinking hot black coffee
b. taking a cold shower
c. exercising
d. all the above can help
e. none of the above can help

Teens, Crime, and the Community Knowledge Instrument
Disaggregated Pre- and Posttest Comparison

30.7		Hibbing						Chisholm				Rabouin			
		DeLaPointe (control)		Kantack (book only)		Ricker (full program)		Tahija (full program)		Opack (full program)		Fernon (full program)		Saunders (control)	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
a	No.	58	50	11	11	44	70	17	9	8	8	2	4	10	—
	%	55.8	49.0	39.3	40.7	38.9	62.5	47.2	23.7	42.1	42.1	25.0	44.4	20.4	—
b	No.	19	21	9	4	29	15	6	9	2	2	2	3	20	—
	%	18.3	20.6	32.1	14.8	25.7	13.4	16.7	23.7	10.5	10.5	25.0	33.3	40.8	—
c	No.	17	22	5	9	30	20	10	10	5	9	3	2	9	—
	%	16.3	21.6	17.9	33.3	26.5	17.9	27.8	26.3	26.3	47.4	37.5	22.2	18.4	—
d	No.	10	9	3	3	10	7	3	10	4	0	1	0	20	—
	%	9.6	8.8	10.7	11.1	8.8	6.3	8.3	26.3	21.1	0.0	12.5	0.0	20.4	—
n =		104	102	28	27	113	112	36	38	19	19	8	9	49	0

Which of the following statements about teenagers' involvement in alcohol-related car crashes is **false**?

a. There is no pattern as to when alcohol-related auto crashes usually occur so prevention is difficult.
b. Teens are less experienced drivers and use seat belts less often than adults.
c. Teens are relatively less experienced with using alcohol, which means they often feel and act more intoxicated than their **blood alcohol level** would suggest.
d. Teens generally weigh less than adults and consuming the same amount of alcohol will usually affect them more than heavier persons.

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Teens, Crime, and the Community Knowledge Instrument
Disaggregated Pre- and Posttest Comparison

31.6		Hibbing						Chisholm				Rabouin			
		DeLaPointe (control)		Kantack (book only)		Ricker (full program)		Tahija (full program)		Opack (full program)		Fernon (full program)		Saunders (control)	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
a	No.	7	11	0	3	3	6	2	5	0	3	0	1	0	—
	%	6.7	10.5	0.0	11.1	2.7	5.3	5.4	13.2	0.0	15.8	0.0	11.1	0.0	—
b	No.	17	12	5	6	17	15	3	10	2	3	0	3	0	—
	%	16.3	11.4	17.9	22.2	15.2	13.3	8.1	26.3	10.5	15.8	0.0	33.3	0.0	—
c	No.	13	8	5	2	13	5	7	5	0	0	0	2	9	—
	%	12.5	7.6	17.9	7.4	11.6	4.4	18.9	13.2	0.0	0.0	0.0	22.2	19.1	—
d	No.	65	73	17	16	76	87	24	17	17	11	7	3	18	—
	%	62.5	69.5	60.7	59.3	67.9	77.0	64.9	44.7	89.5	57.9	87.5	33.3	38.3	—
e	No.	2	1	1	0	3	0	1	1	0	2	1	0	2	—
	%	1.9	1.0	3.6	0.0	2.7	0.0	2.7	2.6	0.0	10.5	12.5	0.0	4.3	—
n =		104	105	28	27	112	113	37	38	19	19	8	9	47	0

Which of the following statements about teens and drunk driving is **true**?

a. Young people—as drivers and passengers—are at higher risk than adults of being injured or killed in alcohol-related car crashes.
b. Alcohol-related car crashes are the leading killers of teenagers in the United States.
c. Alcohol is the drug most often used and abused by teens.
d. all the above are true
e. none of the above are true

Teens, Crime, and the Community Knowledge Instrument
Disaggregated Pre- and Posttest Comparison

32.5		Hibbing						Chisholm				Rabouin			
		DeLaPointe (control)		Kantack (book only)		Ricker (full program)		Tahija (full program)		Opack (full program)		Fernon (full program)		Saunders (control)	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
a	No.	24	21	11	6	31	40	11	10	4	6	0	1	7	—
	%	22.9	20.4	40.7	21.4	27.7	35.1	29.7	27.0	21.1	31.6	0.0	11.1	14.6	—
b	No.	48	45	8	9	40	43	9	9	9	3	2	2	11	—
	%	45.7	43.7	29.6	32.1	35.7	37.7	24.3	24.3	47.4	15.8	25.0	22.2	22.9	—
c	No.	9	18	3	4	21	14	5	11	3	5	3	3	17	—
	%	8.6	17.5	11.1	14.3	18.8	12.3	13.5	29.7	15.8	26.3	37.5	33.3	35.4	—
d	No.	24	19	5	9	20	17	12	7	3	5	3	3	13	—
	%	22.9	18.4	18.5	32.1	17.9	14.9	32.4	18.9	15.8	26.3	37.5	33.3	27.1	—
n =		105	103	27	28	112	114	37	37	19	19	8	9	48	0

Which of the following statements about shoplifting is **false**?

a. Thefts valued at more than $100 are usually called **grand larceny**.

b. Needy or desperate people—those who steal because they need food or other items—account for more than half of all shoplifting in the United States.

c. Two-thirds of retail store operators in the United States (Walmart, for example) view teenagers as the group most likely to shoplift.

d. Most shoplifters are amateurs who steal often from stores where they regularly shop.

Table C-2 page 30

Teens, Crime, and the Community Knowledge Instrument
Disaggregated Pre- and Posttest Comparison

33.4 (Question Changed)		Hibbing						Chisholm				Rabouin			
		DeLaPointe (control)		Kantack (book only)		Ricker (full program)		Tahija (full program)		Opack (full program)		Fernon (full program)		Saunders (control)	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
a	No.	7	5	2	1	9	14	6	8	1	2	2	2	12	—
	%	6.7	4.8	7.7	3.6	7.9	12.4	15.8	21.1	5.3	10.5	28.6	22.2	24.5	—
b	No.	3	91	0	22	5	86	0	24	1	14	0	5	6	—
	%	2.9	86.7	0.0	78.6	4.4	76.1	0.0	63.2	5.3	73.7	0.0	55.6	12.2	—
c	No.	3	6	3	2	16	7	2	5	3	2	3	1	6	—
	%	2.9	5.7	11.5	7.1	14.0	6.2	5.3	13.2	15.8	10.5	42.9	11.1	12.2	—
d	No.	92	3	21	3	84	6	30	1	14	1	2	1	25	—
	%	87.6*	2.9	80.8*	10.7	73.7*	5.3	78.9*	2.6	73.7*	5.3	28.6	11.1	51.0	—
n =		105	105	26	28	114	113	38	38	19	19	7	9	49	0

Pre:

Lucy stole a pack of candy bars from a drug store near her house. Which of the following statements about Lucy's behavior is **true**:

a. She has committed **grand larceny**.
b. She probably never shopped at that store before she shoplifted there.
c. Her stealing will **not** increase the prices other customers pay in that store.
d. Lucy probably stole the candy bars "on a dare," "for a thrill" or a "spur of moment decision."

Post:

Lucy stole a pack of candy bars from her neighborhood drug store. Which of the following statements about Lucy's behavior is **true**:

a. She has committed **grand larceny**.
b. Lucy probably stole the candy bars "on a dare," "for a thrill" or a "spur of moment decision."
c. Her stealing a low priced item will not affect the prices other customers pay in that store.
d. She is less likely to be caught stealing than if she was a store employee.

*Denotes ceiling effect

Appendix D
Responses to Open-Ended Knowledge Questions

Table D-1. Summary of Risk Factor Responses

Response	Percent of Responses					
	TCC		Control		Book	
	Pre	Post	Pre	Post	Pre	Post
Can't hear, headphones on	19%	18%	18%	17%	19%	12%
Purse open, loosely held	17%	16%	17%	15%	15%	14%
Eyes closed, not paying attention	16%	11%	16%	17%	14%	20%
Money exposed	13%	14%	12%	12%	17%	16%
Person sneaking up behind	10%	14%	11%	6%	13%	4%
Jewelry exposed	6%	7%	7%	10%	9%	7%
Not sitting in good place	9%	5%	8%	7%	-	3%
Out alone	6%	9%	6%	6%	9%	7%
Night, dark area	3%	5%	4%	5%	-	10%
Other	1%	1%	1%	5%	4%	7%
total number of responses	510	547	364	458	92	127
mean number of responses	3.04	3.26	3.17	3.98	3.29	4.54
n=	168		115		28	
p<	NS		.001		.007	

Table D-2. Summary of Risk Reduction Responses

Response	Percent of Responses					
	TCC		Control		Book	
	Pre	Post	Pre	Post	Pre	Post
Pay attention, keep eyes open	26%	24%	27%	20%	25%	21%
Take earphones off	21%	23%	12%	21%	16%	17%
Tighter grip on purse	16%	16%	20%	15%	17%	18%
Keep money out of sight	17%	15%	11%	14%	15%	15%
Watch what wear (clothes, jewelry)	3%	4%	9%	8%	9%	8%
Watch where stand/sit	7%	6%	12%	10%	7%	10%
Be with someone	5%	8%	6%	8%	8%	9%
Carry gun	<1%	0%	0%	<1%	0%	0%
Carry mace	<1%	<1%	<1%	<1%	<1%	0%
Learn self defense	<1%	0%	<1%	<1%	0%	<1%
Other	4%	3%	2%	3%	2%	1%
total number of responses	353	353	275	403	53	86
mean number of responses	2.10	2.10	2.39	3.50	1.89	3.07
n=	168		115		28	
p<	NS		.000		.008	

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Table D-3. Overall Ratings for Risk/Reduction Question

Rating	Percent of Student		
	TCC	Control	Book
-	35%	24%	7%
=	21%	12%	25%
+	44%	64%	68%
n=	168	115	28

Table D-4. Summary of Locker Conflict Responses

Response	Percent of Responses					
	TCC		Control		Book	
	Pre	Post	Pre	Post	Pre	Post
Change locker assignment	50%					
Talk it out	11%					
Ask permission first	21%					
Develop locker rules	25%					
Separate belongings inside locker	11%					
Other	15%					
total number of responses	244					
mean number of responses	1.45					
n=	168		115		28	

Table D-5. Overall Ratings for Locker Conflict Question

Rating	Percent of Student		
	TCC	Control	Book
-	34%	27%	25%
=	35%	49%	39%
+	31%	24%	36%
n=	168	115	28

Table D-6. Summary of Assault Risk Reduction Responses

Response	Percent of Students					
	TCC		Control		Book	
	Pre	Post	Pre	Post	Pre	Post
Not alone, especially at night	46%	51%	45%	43%	39%	61%
Learn self-defense	10%	5%	9%	9%	14%	11%
Avoid unsafe environments	25%	39%	22%	26%	25%	11%
Be attentive	25%	28%	25%	24%	7%	29%
Keep valuables close	14%	20%	25%	29%	11%	11%
Don't look vulnerable	14%	16%	13%	13%	11%	7%
Carry mace	9%	6%	9%	7%	11%	7%
Carry a gun or knife	4%	3%	3%	5%	4%	4%
Don't provoke others	20%	16%	26%	35%	43%	21%
Don't be out late	6%	4%	3%	4%	0%	4%
Resolve conflict through talking	1%	7%	6%	6%	4%	0%
Other	18%	20%	25%	25%	16%	24%
mean number of responses	1.92	2.20	2.11	2.36	1.93	2.50
n=	168		115		28	

Table D-7. Overall Ratings for Assault Question

Rating	**Percent of Student**		
	TCC	**Control**	**Book**
-	23%	23%	11%
=	36%	34%	29%
+	42%	44%	60%
n=	168	115	28

Appendix E
Data Tables: Attitudinal Items

Table E-1. Pre/Posttest Comparison of Attitudinal Items by Group

	E	TCC Program			Control			Book		
		Pre	**Post**	**p<**	**Pre**	**Post**	**p<**	**Pre**	**Post**	**p<**
SCHOOL										
1. Things I learn in class are really helpful to me.	+	2.97	3.08	.04	3.09	3.18	.05	3.15	3.03	NS
10. My teachers grade fairly.	+	2.63	2.76	.03	2.82	2.96	.02	3.00	2.91	NS
*13. A lot of days I would rather not go to school.	-	2.01	2.10	.08	2.16	2.14	NS	2.03	2.18	NS
32. I try to do well in school.	+	3.28	3.19	.03	3.30	3.30	NS	3.23	3.06	.04
36. The rules in my classes apply the same to all students.	+	2.76	2.75	NS	2.99	2.93	NS	2.94	2.79	NS
50. When other students speak in class, they say something worthwhile.	+	2.33	2.61	.00	2.57	2.66	NS	2.50	2.50	NS
*53. School is a waste of time.	-	2.99	2.92	NS	3.15	3.15	NS	3.09	2.76	.04
56. I try to come to class prepared to participate in classroom exercises or discussions.	+	2.94	2.97	NS	3.08	2.98	.06	2.94	2.91	NS
COMMUNITY										
*16. There's not much I can do to change this community.	-	2.65	2.61	NS	2.63	2.63	NS	2.50	2.73	.09
*17. Teenagers are usually viewed as the problem, not part of the solution.		1.87	1.90	NS	1.96	2.08	.05	1.91	2.09	NS
18. It is my responsibility to do something about problems in our community.	+	2.43	2.49	NS	2.50	2.47	NS	2.47	2.35	NS
22. My involvement in the community improves others lives.	+	2.52	2.56	NS	2.63	2.59	NS	2.58	2.48	NS
47. Teenagers can make a difference in improving their community.	+	2.77	2.78	NS	2.92	2.83	NS	2.88	2.91	NS
57. I often think about how my actions affect other people.	+	2.76	2.80	NS	2.89	2.86	NS	2.88	2.82	NS
ADULTS/AUTHORITY FIGURES										
*12. Police view teens with suspicion.	-	1.78	1.79	NS	1.76	1.71	NS	1.71	1.88	.08

* Item recorded so high score is in socially acceptable direction NS = Not Significant E = Direction of Expected Change

	E	TCC Program			Control			Book		
		Pre	Post	p<	Pre	Post	p<	Pre	Post	p<
19. My teachers care about me as a person.	+	2.55	2.65	.06	2.79	2.86	NS	2.68	2.62	NS
20. I have a lot of respect for the police in this city.	+	2.44	2.40	NS	2.60	2.47	.04	2.50	2.53	NS
21. Police try to give all kids a break.	+	2.01	2.02	NS	2.08	2.06	NS	2.21	2.21	NS
23. Police generally have a good reason when they stop somebody.	+	2.65	2.64	NS	2.73	2.70	NS	2.82	2.59	NS
28. My teachers try to get me interested and involved in my classes.	+	2.70	2.81	.02	2.88	2.76	.07	2.85	2.79	NS
29. Adults generally listen to me when I offer an idea.	+	2.55	2.62	NS	2.57	2.67	.06	2.71	2.68	NS
31. Judges in our courts try to be fair to people.	+	3.00	2.86	.01	2.93	2.94	NS	2.88	2.82	NS
35. My teachers go out of their way to help me.	+	2.31	2.44	.03	2.40	2.39	NS	2.38	2.26	NS
*44. Adults don't give me credit for being as capable as I am.	-	2.30	2.42	.08	2.54	2.48	NS	2.56	2.59	NS
PROSOCIAL NORMS										
*5. It's OK to lie if it keeps your friends from getting into trouble with the law.	-	2.63	2.59	NS	2.76	2.60	.01	2.68	2.65	NS
*7. It's OK for me to take and keep things that people leave laying around.	-	3.13	3.15	NS	3.18	3.12	NS	3.18	2.97	.09
*15. In order for my friends to like me, it is sometimes necessary to beat up other people.	-	3.49	3.42	NS	3.47	3.49	NS	3.35	3.50	NS
33. It is more important to play fair than to win.	+	3.05	3.02	NS	3.18	3.12	NS	3.33	2.97	.0
*37. Most things that kids do to get into trouble with the law really don't hurt anyone.	-	2.97	2.82	.02	2.88	2.81	NS	2.94	2.88	NS
*38. I have to be willing to break some rules if I want to be popular with my friends.	-	2.95	2.96	NS	3.10	3.01	NS	2.85	3.00	NS
*40. Taking things from big department stores and supermarkets doesn't hurt anyone.	-	3.27	3.22	NS	3.33	3.36	1.50	3.15	3.09	NS
*42. It's OK for me to threaten someone to get them to do what I want.	-	3.28	3.19	.07	3.31	3.23	NS	3.15	3.15	NS

* Item recorded so high score is in socially acceptable direction

NS = Not Significant

E = Direction of Expected Change

	E	TCC Program			Control			Book		
		Pre	Post	p<	Pre	Post	p<	Pre	Post	p<
*49. It is alright for me to fight with someone if they start it.	-	2.49	2.55	NS	2.62	2.58	NS	2.71	2.65	NS
SELF-EFFICACY										
3. If I disagree with a friend, I tell them.	+	3.12	3.10	NS	3.13	3.20	NS	2.91	3.09	NS
*6. Every time I try to get ahead, something or someone stops me.	-	2.63	2.65	NS	2.81	2.81	NS	2.76	2.88	NS
*39. Other people decide what happens to me.	-	3.18	2.99	.02	3.24	3.21	NS	3.18	3.09	NS
41. I am responsible for what happens to me.	+	3.37	3.17	.00	3.58	3.24	.05	3.26	3.12	NS
43. Good luck is more important than hard work for success.	-	3.06	3.01	NS	3.33	3.22	.04	2.97	2.94	NS
45. If you work hard, you will get what you want.	+	3.12	3.17	NS	3.27	3.14	.02	3.12	3.09	NS
SELF-CONTROL										
*9. I have difficulty controlling my anger.	-	2.68	2.66	NS	2.77	2.74	NS	2.85	2.91	NS
26. I can usually avoid a physical fight by talking through the problem.	+	2.78	2.83	NS	2.80	2.77	NS	2.76	2.88	NS
30. It is important to think before you act.	+	3.34	3.29	NS	3.30	3.39	.08	3.24	3.21	NS
34. I can usually help others void physically fighting by talking with them.	+	2.59	2.82	NS	2.50	2.48	NS	2.65	2.68	NS
*46. Sometimes you have to physically fight to settle an argument.	-	2.80	2.78	NS	2.86	2.82	NS	3.06	2.76	.08
*48. When I am really mad, I act before I think.	-	2.35	2.45	NS	2.45	2.37	NS	2.68	2.50	NS
58. I do not do things I consider wrong, even if my friends want me to.	+	2.85	2.75	NS	2.79	2.77	NS	2.85	2.65	.09
HOPEFULNESS										
8. When I grow up I think I will be happier than I am now.	+	2.95	2.90	NS	2.84	2.82	NS	2.82	2.73	NS
*14. No matter what I try, I can't make things better for myself.	-	2.94	2.86	NS	3.03	3.07	NS	2.76	2.88	NS
25. I can think of many ways to get things in life that are most important to me.	+	3.02	3.00	NS	3.00	3.07	NS	2.82	3.15	.012

* Item recorded so high score is in socially acceptable direction

NS = Not Significant

E = Direction of Expected Change

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	E	TCC Program			Control			Book		
		Pre	Post	p<	Pre	Post	p<	Pre	Post	p<
27. I go after my goals.	+	3.24	3.23	NS	3.28	3.24	NS	3.21	3.32	NS
51. No matter how difficult a problem I face, I know I can find way to solve it.	+	2.78	2.91	.05	2.88	2.93	NS	3.00	2.79	.064
52. I have definite goals for myself.	+	3.18	3.20	NS	3.24	3.18	NS	3.12	3.26	.048
COOPERATION										
*2. People only help others when they think they are going to get something out of it.	-	2.58	2.52	NS	2.67	2.78	.08	2.76	2.45	.02
4. I value being a member of a team.	+	3.22	3.21	NS	3.31	3.21	.08	2.94	3.21	.02
11. It feels good to do something without expecting anything in return.	+	3.12	3.07	NS	3.30	3.11	NS	2.97	3.20	.06
*24. I don't like to work unless I get paid for it.	-	2.52	2.49	NS	2.66	2.68	NS	2.79	2.71	NS
54. I always like to do my part.	+	2.84	2.92	.09	3.17	2.99	NS	2.88	2.73	NS
*55. If you don't look out for yourself, no one else will.	-	2.23	2.23	NS	2.19	2.19	NS	2.39	2.36	NS

* Item recorded so high score is in socially acceptable direction

NS = Not Significant

E = Direction of Expected Change

Table E-2. Attitudinal Instrument Aggregated Responses

Item		Percent of Students							
		Strongly Disagree		Disagree		Agree		Strongly Agree	
	Group	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1. Things I learn in class are really helpful to me.	TCC	3.5	4.7	14.0	9.9	64.5	58.5	18.0	26.9
	Control	0.0	1.0	5.8	4.0	79.8	69.2	14.4	25.0
	Book	0.0	2.9	2.9	2.9	79.4	82.4	17.6	11.8
2. People only help others when they think they are going to get something out of it.	TCC	12.8	11.0	44.2	39.5	31.4	40.1	11.6	9.3
	Control	12.5	6.7	50.0	66.3	29.8	25.0	7.7	1.9
	Book	8.8	3.0	58.8	48.5	32.4	39.4	0.0	9.1
3. If I disagree with a friend, I tell them.	TCC	2.3	5.2	12.3	11.0	56.7	52.3	28.7	31.4
	Control	1.9	1.0	8.7	8.7	63.5	59.6	26.0	30.8
	Book	5.9	2.9	11.8	8.8	67.6	64.7	14.7	23.5
4. I value being a member of a team.	TCC	2.9	2.9	9.3	8.2	50.6	54.1	37.2	34.7
	Control	1.9	0.0	3.8	11.7	55.8	55.3	38.5	33.0
	Book	6.1	2.9	21.2	5.9	50.6	58.8	27.3	32.4
5. It's OK to lie if it keeps your friends from getting into trouble with the law.	TCC	17.6	16.5	39.4	39.4	31.8	30.6	11.2	13.5
	Control	15.4	11.5	50.0	47.1	29.8	30.8	4.8	10.6
	Book	14.7	23.5	52.9	38.2	17.6	17.6	14.7	20.6
6. Every time I try to get ahead, something or someone stops me.	TCC	12.9	13.5	45.6	45.0	32.7	34.5	8.8	7.0
	Control	16.3	17.5	52.9	52.4	25.0	23.3	5.8	6.8
	Book	5.9	21.2	67.6	48.5	23.5	27.3	2.9	2.9
7. It's OK for me to take and keep things that people leave laying around.	TCC	31.6	35.5	52.0	47.1	14.0	14.0	2.3	3.5
	Control	30.8	27.9	57.7	58.7	10.6	11.5	1.0	1.9
	Book	26.5	23.5	67.6	55.9	2.9	14.7	2.9	5.9
8. When I grow up I think I will be happier than I am now.	TCC	4.1	5.9	22.9	20.0	47.1	52.9	25.9	21.2
	Control	4.8	2.9	22.3	28.8	56.3	51.0	16.9	17.3
	Book	0.0	6.1	35.3	27.3	47.1	54.5	17.6	12.1
9. I have difficulty controlling my anger.	TCC	11.2	9.3	25.3	32.0	48.2	41.9	15.3	16.9
	Control	12.5	11.5	57.7	54.8	24.0	29.8	5.8	3.8
	Book	17.6	17.6	58.8	64.7	14.7	8.8	8.8	8.8
10. My teachers grade fairly.	TCC	11.8	11.0	21.8	16.9	57.6	57.0	8.8	15.1
	Control	3.8	1.9	15.4	16.3	76.0	65.4	4.8	16.3
	Book	0.0	2.9	14.7	14.7	70.6	70.6	14.7	11.8
11. It feels good to do something without expecting anything in return.	TCC	2.3	3.5	9.4	9.4	62.6	63.7	25.7	23.4
	Control	2.9	1.0	8.7	13.7	60.6	58.8	26.9	26.5
	Book	5.9	0.0	11.8	11.8	61.8	55.9	20.6	32.4

TCC Program: n = 172
Control: n = 104
Book: n = 34

Item	Group	Percent of Students							
		Strongly Disagree		Disagree		Agree		Strongly Agree	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post
12. Police view teens with suspicion.	TCC	4.1	4.1	10.5	9.3	46.2	48.3	39.2	38.4
	Control	1.9	2.9	12.5	4.8	45.2	52.9	40.4	39.4
	Book	0.0	0.0	8.8	17.6	52.9	52.9	38.2	29.4
13. A lot of days I would rather not go to school.	TCC	4.1	4.1	24.0	28.7	42.1	42.1	29.8	25.1
	Control	6.7	5.8	26.0	29.8	44.2	37.5	23.1	26.9
	Book	2.9	5.9	14.7	26.5	64.7	47.1	17.6	20.6
14. No matter what I try, I can't make things better for myself.	TCC	24.6	20.9	50.9	49.4	18.1	24.4	6.4	5.2
	Control	25.0	27.9	55.8	53.8	16.3	15.4	2.9	2.9
	Book	5.9	14.7	67.6	61.8	23.5	20.6	2.9	2.9
15. In order for my friends to like me, it is sometimes necessary to beat up other people.	TCC	55.8	53.5	37.8	37.8	5.8	5.8	0.6	2.9
	Control	53.8	56.7	40.4	37.5	4.8	3.8	1.0	1.9
	Book	50.0	55.9	38.2	38.2	8.8	5.9	2.9	0.0
16. There's not much I can do to change this community.	TCC	18.1	14.0	36.3	40.7	38.0	37.8	7.6	7.6
	Control	8.7	13.6	48.5	39.8	38.0	40.8	3.9	5.8
	Book	2.9	14.7	50.0	50.0	41.2	29.4	5.9	5.9
17. Teenagers are usually viewed as the problem, not part of the solution.	TCC	4.7	5.3	11.2	8.8	50.6	56.7	33.5	29.2
	Control	1.9	3.8	16.3	18.3	57.7	59.6	24.0	18.3
	Book	2.9	5.9	8.8	8.8	64.7	73.5	28.5	11.8
18. It is my responsibility to do something about problems in our community.	TCC	9.5	8.1	41.7	40.1	44.6	45.9	4.2	5.8
	Control	5.8	5.8	41.7	48.1	48.5	38.5	3.9	7.7
	Book	2.9	8.8	55.9	50.0	32.4	38.2	8.8	2.9
19. My teachers care about me as a person.	TCC	11.8	9.9	28.8	23.8	51.8	58.1	7.6	8.1
	Control	4.9	4.8	20.6	16.3	64.7	67.3	9.8	11.5
	Book	5.9	14.7	23.5	17.6	67.6	58.8	2.9	8.8
20. I have a lot of respect for the police in this city.	TCC	17.9	18.7	28.6	33.3	45.2	38.0	8.3	9.9
	Control	7.9	12.5	30.7	34.6	54.5	44.2	6.9	8.7
	Book	17.6	8.8	23.5	35.3	50.0	50.0	8.8	5.9
21. Police try to give all kids a break.	TCC	28.4	25.6	46.7	50.6	20.7	19.8	4.1	4.1
	Control	20.4	20.2	53.4	56.7	24.3	20.2	1.9	2.9
	Book	14.7	14.7	52.9	52.9	29.4	29.4	2.9	2.9
22. My involvement in the community improves others lives.	TCC	6.6	8.2	38.9	35.3	50.3	48.8	4.2	7.6
	Control	4.0	5.8	35.6	34.6	53.5	53.8	6.9	5.8
	Book	3.0	5.9	36.4	41.2	60.6	50.0	0.0	2.9
23. Police generally have a good reason when they stop somebody.	TCC	8.9	9.9	27.2	24.6	53.8	56.7	10.1	8.8
	Control	5.8	5.8	21.4	26.0	67.0	61.5	5.8	6.7
	Book	2.9	11.8	20.6	23.5	67.6	58.8	8.8	5.9

TCC Program: n = 172
Control: n = 104
Book: n = 34

171

Item	Group	Percent of Students							
		Strongly Disagree		Disagree		Agree		Strongly Agree	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post
24. I don't like to work unless I get paid for it.	TCC	7.0	7.6	47.4	44.8	36.3	36.6	9.4	11.0
	Control	12.7	14.4	48.0	43.3	31.4	36.5	7.8	5.8
	Book	5.9	8.8	73.5	58.8	14.7	26.5	5.9	5.9
25. I can think of many ways to get things in life that are most important to me.	TCC	4.1	2.4	12.9	16.6	60.6	59.8	22.4	21.3
	Control	1.9	1.0	16.5	14.4	61.2	62.5	20.4	22.1
	Book	2.9	0.0	20.6	8.8	67.6	67.6	8.8	23.5
26. I can usually avoid a physical fight by talking through the problem.	TCC	7.0	7.6	21.1	19.2	58.5	56.4	13.5	16.9
	Control	4.9	5.8	22.5	23.1	59.8	58.7	12.7	12.5
	Book	3.0	5.9	27.3	20.6	60.6	52.9	9.1	20.6
27. I go after my goals.	TCC	0.6	2.3	10.5	7.6	53.2	54.7	35.7	35.5
	Control	0.0	1.9	8.7	5.8	54.4	59.6	36.9	32.7
	Book	2.9	0.0	2.9	2.9	64.7	61.8	29.4	35.3
28. My teachers try to get me interested and involved in my classes.	TCC	8.3	3.5	24.3	25.3	57.4	57.6	10.1	13.5
	Control	2.9	5.8	19.6	24.0	63.7	56.7	13.7	13.5
	Book	2.9	2.9	20.6	20.6	64.7	70.6	11.8	5.9
29. Adults generally listen to me when I offer an idea.	TCC	13.5	11.6	26.3	25.0	52.0	52.9	8.2	10.5
	Control	6.8	4.8	35.0	34.6	52.4	51.0	5.8	9.6
	Book	2.9	8.8	29.4	23.5	61.8	58.8	5.9	8.8
30. It is important to think before you act.	TCC	2.3	2.3	1.8	3.5	55.6	57.0	40.4	37.2
	Control	1.9	1.0	4.9	3.8	54.4	51.9	38.8	43.3
	Book	0.0	2.9	3.0	5.9	69.7	58.8	27.3	32.4
31. Judges in our courts try to be fair to people.	TCC	5.8	7.0	8.2	15.1	66.1	63.4	19.9	14.5
	Control	4.9	2.9	7.8	13.5	76.5	70.2	10.8	13.5
	Book	5.9	8.8	8.8	5.9	76.5	79.4	8.8	5.9
32. I try to do well in school.	TCC	2.9	2.3	4.1	8.8	55.0	56.7	38.0	32.2
	Control	0.0	1.0	3.9	1.9	62.1	62.5	34.0	34.6
	Book	2.9	5.9	0.0	5.9	67.6	64.7	29.4	23.5
33. It is more important to play fair than to win.	TCC	6.5	6.4	8.8	13.4	57.6	52.3	27.1	27.9
	Control	3.9	1.9	6.9	13.5	56.9	59.7	32.4	26.9
	Book	0.0	5.9	3.0	14.7	60.6	58.8	36.4	20.6
34. I can usually help others avoid physically fighting by talking with them.	TCC	8.2	9.3	37.1	32.0	42.4	41.9	12.4	16.3
	Control	6.8	8.7	40.8	40.4	47.6	44.2	4.9	6.7
	Book	2.9	2.9	32.4	32.4	61.8	58.8	2.9	5.9
35. My teachers go out of their way to help me.	TCC	16.1	12.8	41.1	39.5	38.7	38.4	4.2	9.3
	Control	10.8	12.5	43.1	37.5	41.2	48.1	4.9	1.9
	Book	8.8	8.8	50.0	44.1	35.3	44.1	5.9	0.0

TCC Program: n = 172
Control: n = 104
Book: n = 34

Item		Percent of Students							
		Strongly Disagree		Disagree		Agree		Strongly Agree	
	Group	Pre	Post	Pre	Post	Pre	Post	Pre	Post
36. The rules in my classes apply the same to all students.	TCC	10.0	8.7	19.4	24.4	54.7	50.6	15.9	16.3
	Control	2.9	5.8	11.7	12.6	69.9	66.0	15.5	15.5
	Book	0.0	5.9	20.6	17.6	64.7	67.6	14.7	8.8
37. Most things that kids do to get into trouble with the law really don't hurt anyone.	TCC	23.7	18.6	53.3	52.3	19.5	21.5	3.6	7.6
	Control	18.4	14.4	55.3	54.8	22.3	27.9	3.9	2.9
	Book	14.7	20.6	64.7	50.0	20.6	26.5	0.0	2.9
38. I have to be willing to break some rules if I want to be popular with my friends.	TCC	28.1	26.7	46.2	47.1	18.7	22.1	7.0	4.1
	Control	27.2	26.0	57.3	50.0	13.6	22.1	1.9	1.9
	Book	14.7	23.5	55.9	55.9	29.4	17.6	0.0	2.9
39. Other people decide what happens to me.	TCC	36.1	32.0	50.9	43.6	7.7	16.3	5.3	8.1
	Control	37.9	31.7	57.5	57.7	7.8	8.7	2.9	1.9
	Book	26.5	29.4	64.7	52.9	8.8	14.7	0.0	2.9
40. Taking things from big department stores and supermarkets doesn't hurt anyone.	TCC	44.4	43.6	41.5	41.9	10.5	7.6	3.5	7.0
	Control	41.7	45.2	49.5	45.2	8.7	8.7	0.0	1.0
	Book	35.3	35.3	47.1	44.1	14.7	14.7	2.9	5.9
41. I am responsible for what happens to me.	TCC	2.3	5.8	2.9	5.3	49.4	54.4	45.3	34.5
	Control	1.9	3.9	2.9	2.9	48.1	58.3	46.2	35.0
	Book	0.0	2.9	11.8	14.7	50.0	50.0	38.2	32.4
42. It's OK for me to threaten someone to get them to do what I want.	TCC	37.2	33.3	54.7	54.4	7.0	10.5	1.2	1.8
	Control	34.6	30.1	61.5	63.1	3.8	6.8	0.0	0.0
	Book	32.4	32.4	50.0	55.9	17.6	5.9	0.0	5.9
43. Good luck is more important than hard work for success.	TCC	30.2	29.1	50.6	47.7	14.5	18.0	4.7	5.2
	Control	36.5	31.1	59.6	60.2	3.8	8.7	0.0	0.0
	Book	20.6	26.5	58.8	47.1	17.6	20.7	2.9	5.9
44. Adults don't give me credit for being as capable as I am.	TCC	7.6	11.1	37.8	37.4	32.0	33.3	22.7	18.1
	Control	9.7	7.8	40.8	43.7	43.7	37.9	5.8	10.7
	Book	0.0	11.8	61.8	44.1	32.4	35.3	5.9	8.8
45. If you work hard, you will get what you want.	TCC	4.7	4.7	12.8	5.2	48.8	58.7	33.7	31.4
	Control	1.0	1.9	9.6	8.7	57.0	63.1	38.5	26.2
	Book	2.9	5.9	11.8	8.8	55.9	55.9	29.4	29.4
46. Sometimes you have to physically fight to settle an argument.	TCC	21.5	21.5	45.9	43.0	23.8	27.3	8.7	8.1
	Control	26.9	17.5	41.3	46.6	23.1	27.2	8.7	7.8
	Book	32.4	23.5	41.2	44.1	26.5	17.6	0.0	14.7
47. Teenagers can make a difference in improving their community.	TCC	9.3	6.4	19.8	20.9	55.2	61.0	15.7	11.6
	Control	3.8	5.8	18.3	19.4	59.6	60.2	18.3	14.6
	Book	0.0	2.9	23.5	11.8	64.7	76.5	11.8	8.8

TCC Program: n = 172
Control: n = 104
Book: n = 34

Item		Percent of Students							
		Strongly Disagree		Disagree		Agree		Strongly Agree	
	Group	Pre	Post	Pre	Post	Pre	Post	Pre	Post
48. When I am really mad, I act before I think.	TCC	10.6	12.2	33.5	33.7	38.8	41.3	17.1	12.8
	Control	6.7	6.8	45.2	34.0	33.7	48.5	14.4	10.7
	Book	2.9	5.9	64.7	47.1	29.4	38.2	2.9	8.8
49. It is alright for me to fight with someone if they start it.	TCC	15.1	18.0	36.0	33.7	32.0	33.7	16.9	14.5
	Control	14.4	17.5	46.2	35.0	26.0	35.9	13.5	11.7
	Book	17.6	20.6	41.2	32.4	35.3	38.2	5.9	8.8
50. When other students speak in class, they say something worthwhile.	TCC	10.1	5.8	48.8	33.3	38.7	54.4	2.4	6.4
	Control	3.9	3.9	39.2	33.0	52.0	56.3	4.9	6.8
	Book	5.9	11.8	38.2	29.4	55.9	55.9	0.0	2.9
51. No matter how difficult a problem I face, I know I can find way to solve it.	TCC	4.7	5.2	26.9	20.9	53.8	51.7	14.6	22.1
	Control	1.9	1.0	21.2	19.4	63.5	65.0	13.5	14.6
	Book	0.0	5.9	14.7	11.8	70.6	79.4	14.7	2.9
52. I have definite goals for myself.	TCC	2.3	2.3	14.0	12.2	47.1	48.3	36.6	37.2
	Control	1.0	1.9	12.5	6.8	48.1	62.1	38.5	29.1
	Book	0.0	0.0	11.8	8.8	64.7	55.9	23.5	35.3
53. School is a waste of time.	TCC	29.8	30.0	49.1	43.5	13.5	18.8	7.6	7.6
	Control	29.8	31.1	58.7	56.3	7.7	9.7	3.8	2.9
	Book	26.5	26.5	55.9	41.2	17.6	14.7	0.0	17.6
54. I always like to do my part.	TCC	3.6	3.5	22.0	18.1	61.3	61.4	13.1	17.0
	Control	1.0	1.9	18.3	12.6	61.5	72.8	19.3	13.6
	Book	2.9	5.9	23.5	29.4	55.9	50.0	17.6	14.7
55. If you don't look out for yourself, no one else will.	TCC	4.7	4.1	32.4	31.6	44.1	47.4	18.8	17.0
	Control	1.9	2.9	36.9	35.3	38.8	38.2	22.3	23.5
	Book	5.9	6.1	38.2	39.4	44.1	39.4	11.8	15.2
56. I try to come to class prepared to participate in classroom exercises or discussions.	TCC	2.3	3.5	18.7	14.5	62.0	63.4	17.0	18.6
	Control	1.0	1.9	9.7	14.6	69.9	67.0	19.4	16.5
	Book	0.0	5.9	14.7	11.8	76.5	67.6	8.8	14.7
57. I often think about how my actions affect other people.	TCC	6.4	4.1	22.2	25.6	60.2	56.4	11.1	14.0
	Control	1.0	1.9	25.2	23.3	57.3	62.1	16.5	12.6
	Book	0.0	5.9	23.5	20.6	64.7	58.8	11.8	14.7
58. I do not do things I consider wrong, even if my friends want me to.	TCC	4.1	7.6	29.8	26.9	42.7	48.5	23.4	17.0
	Control	3.8	4.9	26.0	31.1	58.7	46.6	11.5	17.5
	Book	2.9	11.8	23.5	26.5	58.8	47.1	14.7	14.7

TCC Program: n = 172
Control: n = 104
Book: n = 34

Table E-3. Pre/Posttest Comparison of Scales by Teacher

Scale	No. of Items	Fernon		Ricker		Tahija		Opack	
		Pretest Mean	Posttest Mean	Pretest Mean	Posttest Mean	Pretest Mean	Posttest Mean	Pretest Mean	Posttest Mean
Social bonding: School	11	29.50	30.00	30.30	30.91	27.67	28.52	28.10	29.00
Social bonding: Community	6	16.71	15.38	15.00	15.09	14.23	14.94	15.29	15.64
Social bonding: Adults	7	20.80	26.43	24.80	25.15	23.10	23.23	23.50	24.38
Social bonding: Prosocial norms	9	29.86	26.25	27.62	27.20	25.73	25.66	27.05	27.77
Personal competence: Self-efficacy	6	20.29	17.86	18.31	18.15	18.58	17.23	18.59	19.23
Personal competence: Self-control	7	15.57	15.75	17.12	17.05	16.37	16.06	16.48	16.77
Personal competence: Hopefulness	6	21.00	19.13	17.99	18.09	17.35	17.52	18.24	18.77
Social competence: Cooperation	6	15.29	15.13	16.60	16.59	16.33	15.76	16.81	17.09
Entire Attitude Survey	58	160.75	160.67	162.64	162.43	154.86	153.74	157.18	166.81

Appendix F
Data Tables: Behavior Items

Table F-1. Behavioral Instrument
Frequency of Behaviors by Group

How many times **DURING THE PAST 2 MONTHS** did you:		**Percent of Students**											
		Never			**Once**			**2-3 Times**			**4+ Times**		
		Control	**TCC**	**Book**	**Control**	**TCC**	**Book**	**Control**	**TCC**	**Book**	**Control**	**TCC**	**Book**
1. been threatened by another student?	Pre	61.5	59.3	61.8	18.3	18.6	14.7	16.3	13.4	11.8	3.8	8.7	11.8
	Post	67.0	57.6	67.6	13.6	19.8	14.7	10.7	12.8	8.8	7.8	9.9	8.8
2. had something stolen that belongs to you?	Pre	55.3	43.0	55.9	26.2	36.0	26.5	14.6	14.5	8.8	3.9	6.4	8.8
	Post	48.1	41.9	52.4	29.8	31.4	35.3	15.1	19.8	20.6	5.8	7.0	11.8
3. reported something of yours stolen to the principal or teacher?	Pre	98.1	84.7	91.2	1.0	12.4	5.9	1.0	2.4	2.9	0.0	0.6	0.0
	Post	90.4	84.3	79.4	9.6	13.4	8.8	0.0	2.3	8.8	0.0	0.0	2.7
4. stayed away from school for all or part of a day without an excuse?	Pre	83.7	70.9	73.5	7.7	11.6	8.8	2.9	11.6	14.7	5.8	5.8	2.9
	Post	68.3	64.5	70.6	13.5	13.4	8.8	6.7	10.5	8.8	11.5	11.6	11.8
5. felt afraid at school?	Pre	82.7	73.8	76.5	10.6	15.7	17.6	6.7	4.7	5.9	0.0	5.8	0.0
	Post	86.5	82.0	82.4	10.6	8.7	11.8	1.0	7.0	2.9	1.9	2.3	2.9
6. been physically assaulted by an adult?	Pre	97.1	91.8	91.2	2.9	5.9	5.9	0.0	1.2	2.9	0.0	1.2	0.0
	Post	94.2	90.7	88.2	4.8	5.2	2.9	1.0	3.5	2.9	0.0	0.6	5.9
7. seen somebody physically assaulted by another teenager?	Pre	65.4	51.7	41.2	14.4	20.3	17.6	15.4	18.6	29.4	4.8	9.3	11.8
	Post	60.6	43.6	50.0	12.5	25.0	23.5	19.2	18.6	11.8	7.7	12.8	14.7
8. witnessed a crime in your neighborhood?	Pre	88.5	77.8	93.9	5.8	11.7	3.0	4.8	6.4	0.0	1.0	4.1	3.0
	Post	84.6	78.2	79.4	5.8	9.4	11.8	5.8	7.1	2.9	3.8	5.3	5.9
9. reported a crime to the police?	Pre	93.3	90.6	91.2	3.8	6.4	2.9	2.9	2.9	5.9	0.0	0.0	0.0
	Post	96.2	91.9	87.9	2.9	16.4	6.1	1.0	1.7	3.0	0.0	0.0	3.0
10. helped friends resolve an argument peacefully?	Pre	37.5	36.0	29.4	32.7	32.0	32.4	20.2	19.8	17.6	9.6	12.2	20.6
	Post	43.5	44.2	32.4	29.7	26.7	38.2	22.5	22.1	17.6	4.3	7.0	11.8

TCC Program:	n = 172
Control:	n = 104
Book	n = 34

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How many times **DURING THE PAST 2 MONTHS** did you:		**Percent of Students**											
		Never			**Once**			**2-3 Times**			**4+ Times**		
		Control	**TCC**	**Book**	**Control**	**TCC**	**Book**	**Control**	**TCC**	**Book**	**Control**	**TCC**	**Book**
11. helped family members resolve an argument peacefully?	Pre Post	52.9 47.1	45.3 57.6	50.0 52.9	19.2 26.9	24.4 18.0	23.5 23.5	17.3 24.0	22.7 19.2	8.8 11.8	10.6 1.9	7.6 5.2	17.6 11.8
12. tried to talk a friend out of getting involved in a physical fight with somebody?	Pre Post	74.0 81.7	55.8 65.1	52.9 70.6	14.4 14.4	23.3 23.3	26.5 20.6	9.6 2.9	14.0 8.7	14.7 5.9	1.9 1.0	7.0 2.9	5.9 2.9
13. tried to talk a friend out of doing something you know is wrong?	Pre Post	49.5 54.8	37.8 44.8	50.0 47.1	24.1 23.1	29.1 31.4	14.7 26.5	17.5 14.4	18.6 16.3	20.6 11.8	3.9 7.7	14.5 7.6	14.7 14.7
14. Have you been a victim of any other crimes in the past month?	Pre Post	96.7 98.9	91.0 94.1	96.9 100.0	2.2 1.1	3.2 2.0	2.9 0.0	0.0 0.0	3.9 0.0	0.0 0.0	1.1 0.0	1.3 3.3	0.0 0.0
15. damage or destroy property that belonged to another person?	Pre Post	90.4 88.3	82.6 82.0	88.2 91.2	6.7 1.9	9.9 9.9	5.9 2.9	1.9 6.8	4.1 5.8	5.9 0.0	1.0 2.9	3.5 2.3	0.0 5.9
16. drink beer, wine or liquor?	Pre Post	62.5 52.4	41.3 42.7	58.8 55.9	16.3 22.3	18.6 14.0	14.7 8.8	11.5 9.7	14.5 18.1	8.8 17.6	9.6 15.5	25.6 25.1	17.6 17.6
17. use cigarettes or chewing tobacco?	Pre Post	75.0 64.1	57.6 57.9	63.6 52.9	5.8 8.7	11.0 7.6	6.1 5.9	3.8 4.9	5.2 8.8	3.0 11.8	15.4 22.3	26.2 25.7	27.3 29.4
18. steal or try to steal things worth less than $5?	Pre Post	82.7 74.8	79.7 72.1	76.5 76.5	11.5 15.5	9.9 12.2	11.8 11.8	1.9 4.9	2.9 8.1	2.9 5.9	3.8 4.9	7.6 7.6	8.8 5.9
19. steal or try to steal things worth $5 to $50?	Pre Post	96.1 88.3	90.1 87.2	88.2 84.8	1.0 5.8	2.3 4.1	5.9 3.0	1.0 1.9	2.9 4.7	0.0 6.1	1.9 3.9	4.7 4.1	5.9 6.1
20. steal or try to steal things worth $50 or more?	Pre Post	97.1 93.2	95.9 95.3	100.0 91.2	1.9 4.9	1.7 2.3	0.0 2.9	0.0 0.0	0.6 0.6	0.0 0.0	1.0 1.9	1.7 1.7	0.0 5.9

TCC Program:	n = 172
Control:	n = 104
Book	n = 34

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How many times **DURING THE PAST 2 MONTHS** did you:		**Percent of Students**											
		Never			**Once**			**2-3 Times**			**4+ Times**		
		Control	**TCC**	**Book**	**Control**	**TCC**	**Book**	**Control**	**TCC**	**Book**	**Control**	**TCC**	**Book**
21. go out with a group that was planning to fight or break the law?	Pre Post	77.9 75.7	65.1 67.4	64.7 76.5	10.6 10.7	21.5 11.0	11.8 5.9	6.7 7.8	9.9 14.0	17.6 8.8	4.8 5.8	3.5 7.6	5.9 8.8
22. cheat on school tests?	Pre Post	70.2 63.2	52.3 49.4	51.5 47.1	15.4 22.5	15.1 19.8	30.3 26.5	12.5 6.8	16.3 13.4	9.1 14.7	1.9 7.8	16.3 17.4	9.1 11.8
23. shout or swear at a teacher or another adult?	Pre Post	57.3 60.2	50.3 59.9	67.6 70.6	17.5 17.5	16.4 14.5	14.7 17.6	15.5 14.6	20.5 16.9	11.8 2.9	9.7 7.8	12.9 8.7	5.9 8.8
24. use force or a weapon to get money or things from somebody?	Pre Post	97.1 97.1	94.8 94.8	97.1 94.1	1.0 1.0	2.3 2.9	0.0 0.0	1.0 0.0	1.2 1.7	2.9 2.9	1.0 1.9	1.7 0.6	0.0 2.9
25. illegally avoid paying for such things as movies, bus rides or food?	Pre Post	95.2 90.3	85.4 85.5	85.3 85.3	1.0 5.8	7.6 9.9	11.8 5.9	1.0 1.9	5.3 2.9	0.0 2.9	2.9 1.9	1.8 1.7	2.9 5.9
26. get into a physical fight?	Pre Post	81.7 83.5	78.8 84.3	70.6 85.3	5.8 7.7	12.4 8.7	11.8 2.9	6.7 5.8	4.7 4.7	2.9 0.0	5.8 2.9	4.1 2.3	14.7 11.8
27. use a rock, stick or knife to hurt or threaten another person?	Pre Post	94.2 95.1	93.6 94.2	100.0 94.1	1.0 1.9	2.9 3.5	0.0 0.0	3.9 1.9	2.9 2.3	0.0 0.0	1.0 1.0	0.6 0.0	0.0 5.9
28. break into or try to break into a car or building to steal something or just look around?	Pre Post	91.3 89.3	88.4 90.1	85.3 85.3	3.8 2.9	6.4 4.7	8.8 5.9	2.9 2.9	3.5 3.5	5.9 0.0	1.9 4.9	1.7 1.7	0.0 8.8
29. damage public property on purpose, such as school property or a traffic sign?	Pre Post	75.0 74.8	82.6 82.0	64.7 67.6	15.4 16.5	9.9 9.9	17.6 11.8	6.7 5.8	4.1 5.8	11.8 11.8	2.9 2.9	3.5 2.3	5.9 8.8
30. get involved in a gang fight?	Pre Post	94.2 96.1	94.8 93.6	91.2 94.1	1.9 1.9	3.5 3.5	5.9 0.0	1.9 1.0	0.6 1.2	0.0 2.9	1.9 1.0	1.2 1.7	2.9 2.9

TCC Program:	n = 172
Control:	n = 104
Book	n = 34

How many times **DURING THE PAST 2 MONTHS** did you:		Percent of Students											
		Never			Once			2-3 Times			4+ Times		
		Control	TCC	Book	Control	TCC	Book	Control	TCC	Book	Control	TCC	Book
31. use marijuana?	Pre Post	91.3 86.4	75.4 74.3	82.4 82.4	1.9 5.8	9.4 5.3	8.8 5.9	3.8 3.9	5.3 5.8	5.9 2.9	2.9 3.9	9.9 14.6	2.9 8.8
32. use other illegal drugs such as cocaine, crack, speed, LSD or others?	Pre Post	97.1 93.2	88.4 90.1	97.1 91.2	0.0 2.9	7.6 2.3	2.9 2.9	1.9 3.9	1.2 3.5	0.0 0.0	1.0 0.0	2.9 4.1	0.0 5.9
33. steal or try to steal a motor vehicle such as a car or motorcycle?	Pre Post	97.1 98.6	94.8 93.0	100.0 91.2	1.0 1.4	2.3 4.7	0.0 5.9	1.0 0.0	2.3 1.7	0.0 0.0	1.0 0.0	0.6 0.6	0.0 2.9
34. lie about your age to gain entrance or purchase something? For example, lying about your age to buy liquor or get into a movie?	Pre Post	78.8 78.6	71.9 77.9	70.6 79.4	12.5 11.7	13.5 10.5	11.8 5.9	2.9 6.8	7.6 5.2	8.8 8.8	5.8 2.9	7.0 6.4	8.8 5.9

TCC Program: n = 172
Control: n = 104
Book n = 34

Table F-2. Pre/Posttest Comparison of Mean Frequencies by Teacher

How many times **DURING THE PAST 2 MONTHS** have you:	E	**Mean Frequencies**							
		Fernon		**Ricker**		**Tahija**		Opack	
		Pre	**Post**	**Pre**	**Post**	**Pre**	**Post**	**Pre**	**Post**
PERSONAL EXPERIENCE									
1. been threatened by another student?		.50	1.25	.79	.86	.81	.68	.95	.86
2. had something stolen that belongs to you?		.75	1.25	.89	1.07	1.10	.90	.77	.59
5, felt afraid at school?		.75	.50	.54	.39	.42	.32	.18	.36
6. been physically assaulted by an adult?		.00	.13	.06	.17	.29	.10	.29	.09
7. seen somebody physically assaulted by another teenager?		1.75	2.00	.82	1.14	1.19	1.03	.95	.91
8. witnessed a crime in your neighborhood?		1.25	1.00	.35	.46	.52	.48	.27	.10
14. Have you been a victim of any other crimes in the past month?		.13	.00	.19	.13	.17	.26	.37	.24
OVERALL SCORE		5.29	6.43	3.46	4.25	4.31	3.77	3.28	3.25
PREVENTION/RESPONSIBILITY									
3. reported something of yours stolen to the principal or teacher?	+	.25	.88	.14	.17	.10	.43	.09	.14
9. reported a crime to the police?	+	.13	.13	.09	.12	.19	.06	.18	.05
10. helped friends resolve an argument peacefully?	+	2.00	1.75	1.25	.99	1.00	.77	.95	1.00
11. helped family members resolve an argument peacefully?	+	.63	.50	1.10	.77	.61	.81	1.18	.82
12. tried to talk a friend out of getting involved in a physical fight with somebody?	+	1.75	1.38	.78	.52	.58	.45	.77	.32

NS = Not Significant E = Direction of Expected Change

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How many times **DURING THE PAST 2 MONTHS** have you:	E	**Mean Frequencies**							
		Fernon		**Ricker**		**Tahija**		**Opack**	
		Pre	**Post**	**Pre**	**Post**	**Pre**	**Post**	**Pre**	**Post**
13. tried to talk a friend out of doing something you know is wrong?	+	1.33	1.88	1.30	.89	1.26	1.03	.91	.73
OVERALL SCORE		6.13	6.50	4.61	3.47	3.83	3.23	4.14	3.00
DELINQUENT ACTS									
4. stayed away from school for all or part of a day without an excuse?	-	1.00	.88	.42	.76	.84	1.10	.86	.64
15. damage or destroy property that belonged to another person?	-	.13	.38	.26	.27	.65	.35	.23	.41
16. drink beer, wine, or liquor?	-	.50	1.13	1.30	1.24	2.23	2.68	1.86	1.36
17. use cigarettes or chewing tobacco?	-	.50	.25	1.13	1.21	1.61	1.84	1.73	1.23
18. steal or try to steal things worth less than $5?	-	.13	.75	.41	.53	.81	1.03	.32	.18
19. steal or try to steal things worth $5 to $50?	-	.00	.00	.32	.34	.23	.39	.18	.05
20. steal or try to steal things worth $50 or more?	-	.00	.13	.13	.08	.10	.26	.00	.00
21. go out with a group that was planning to fight or break the law?	-	.38	1.13	.50	.56	.90	1.16	.41	.55
22. cheat on school tests?	-	.75	1.25	.73	.75	2.48	2.65	1.36	1.14
23. shout or swear at a teacher or another adult?	-	1.00	1.25	.95	.62	1.68	1.52	.95	.77
24. use force or a weapon to get money or things from somebody?	-	.25	.13	.09	.06	.26	.19	.00	.05
25. illegally avoid paying for such things as movies, bus rides, or food?	-	.00	.50	.21	.22	.61	.26	.05	.14

NS = Not Significant E = Direction of Expected Change

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How many times DURING THE PAST 2 MONTHS have you:	E	Mean Frequencies							
		Fernon		Ricker		Tahija		Opack	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post
26. get into a physical fight?	-	.00	1.63	.34	.19	.71	.23	.27	.27
27. use a rock, stick, or knife to hurt or threaten another person?	-	.25	.50	.04	.05	.42	.10	.00	.09
28. break into or try to break into a car or building to steal something or just look around?	-	.00	.13	.21	.14	.39	.42	.00	.09
29 damage public property on purpose, such as school property or a traffic sign?	-	.87	.75	2.23	.50	.81	.68	.45	.41
30. get involved in a gang fight?	-	.25	.50	.07	.14	.16	.00	.05	.09
31. use marijuana?	-	.00	.88	.50	.56	1.03	1.52	.68	.59
32. use other illegal drugs such as cocaine, crack, speed, LSD, or others?	-	.00	.63	.16	.14	.55	.68	.09	.14
33. steal or try to steal a motor vehicle such as a car or motorcycle?	-	.00	.50	.10	.11	.00	.03	.23	.05
34. lie about your age to gain entrance to purchase something?	-	.71	.50	.55	.43	.65	.61	.50	.41
OVERALL SCORE		5.83	13.75	10.39	8.89	17.10	17.68	10.23	8.64

NS = Not Significant E = Direction of Expected Change

Appendix G
Post-Program Survey and Student Focus Group Protocol

TCC Post-Test

1. Please describe what you liked about the Teens, Crime and Community class compared to your other classes.

2. What did you like best about the TCC class?

3. What did you like least about the TCC class?

4. Were any resource people used in your TCC class? Were there any you especially liked? Why?

5. What did you learn from participating in your service project?

6. What did you learn about crime and crime prevention that you did not know before this class?

Student Focus Group Protocol

- Why did you choose TCC over regular 9th grade civics? (New Orleans only)
- What did you like about the TCC program? What did you dislike?
- What specific topics were especially interesting? Were there any topics you didn't like?
- Did you learn anything in this class that you didn't know before? Did you learn anything that surprised you?
- Were things learned in this class useful to you? More useful than in other classes?
- Have you learned things about how to protect yourself from crime?
- What was the most important thing you learned from the TCC program?
- Have you talked about things you learned in TCC class at home or with your friends?
- Did you have resource people come to class? Which one(s) did you especially like? Why? Why useful to have ORPs? How does your teacher set the stage before a speaker? How does your teacher summarize speakers afterwards?
- What was your community action project? What was the impact? How could this be improved?
- How were you graded for the TCC unit/course?
- What in-class activities did you do?
- Did you use the book? In what ways? Did you like the book?
- Has taking this class influenced your behavior in any way? If so, how? Why?
- Should this class be taught next year?
- What suggestions do you have for how to improve it?